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ABSTRACT

This handbook is composed of: (1) 20 grammar lessons; (2) an introduction to the handbook and to the Ewe language; (3) an appendix presenting the most important differences between Ewe and Mina, the lingua franca in the capital and in markets, offices, and work-sites throughout Togo; (4) answers to written summary exercises; (5) an Ewe-English glossary; and (6) a bibliography. (AMH)

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EWE
(for Togo)

Grammar Handbook

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by Paul R. Kozelka

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PEACE CORPS
LANGUAGE HANDBOOK SERIES

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PEACE CORPS

LANGUAGE HANDBOOK SERIES

This series includes language materials in Belizean Creole, Ewe, Kabiye, Kiribati, Mauritanian Arabic, Setswana, siSwati, Solomon Islands Pijin, Soninke, Tanzanian Swahili, and Tem.

These materials were developed by The Experiment in International Living.

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1980

EWE

GRAMMAR HANDBOOK

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ACKNOWLEDGMENTS

It seems like such a short distance in time, from July 1973 when I learned my first words of Mina during Peace Corps Training in Togo, to the present where I am rejoicing in my ability to help other volunteers to have as rich an experience as I did. I recognize that innumerable people have contributed to my modest knowledge of the Ewe language and culture and I am indebted to them all. I could never name, much less thank everyone who has provided me with a definition here, a word of encouragement there, over the last seven years.

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If I have overlooked anyone whose contribution in any way helped to make these materials a success, may they forgive me and rest assured that the final product is worthy of all our efforts.

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TO THE LEARNER*

The goal of learning a language is to be able to communicate accurately and appropriately. To do this we must expose ourselves to the language as it is spoken, and make every effort to join in this cultural-linguistic exchange. The Communication and Culture Handbook aims at developing your ability to participate in this process appropriately. This alone, however, is not enough. To truly get a "handle" on the language it is necessary to develop two further skills which will involve you in thinking about how the language works.

a. Generating Capacity. This is the ability to observe the language carefully and use these observations to produce new expressions from vocabulary that is already known. To use a simple example, if you already know how to make a "yes" response to a question, you could make a negative response in a complete sentence if you know how the negation process functions.

b. Accuracy. By speaking the language you often develop a fair degree of "fluency," meaning the ability to speak and understand comfortably while getting the point across. You will find, however, that it is sometimes frustrating and time-consuming to get the point across due to your inability to say "exactly" what you mean. Knowledge of the structure of the language will assist you in saying precisely what you want to say.

The Grammar Handbook will help you generate sentences with grammatical accuracy.

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*Adapted from David B. Hopkins, Setswana Grammar Handbook. Washington, D.C.: Peace Corps, 1979.

How To Do It; What To Look For

The Handbook will point you in the right direction, but it is not a compendium of all there is to know about Ewe, nor will the passive reading of these pages be of any great value in and of itself. You must do the exercises in this handbook and try to apply your knowledge of the grammar as you use the language in real communication. So sharpen up your wits and focus your attention on the following:

a. Word Order. How words are arranged in a language affects meaning. You know this from English. Look at these sentences.

MARY HIT THE BOY. THE BOY HIT MARY.

The difference here is obvious, and particularly important if you are Mary. However, changes in word order in Ewe are not as important as they are in English, although they may be used to emphasize a word.

b. Forms & Agreements. All languages shape their words to develop different shades of meaning and function in a sentence. Furthermore, a change in one word may require a change in another word to achieve agreement. In English, for example:

I AM TIRED. becomes YOU ARE TIRED.

c. Changes. What changes? Any changes! When you see the form of a word change, a tone change, a new letter added, the word order altered, a new word added, let your curiosity lead you to discover what's happening.

DIRTY DAN WAS HUNG. DIRTY DAN WAS HUNG OVER.

Either way he didn't feel very good, but there is a difference. Always ask: What effect does the change have? How does the meaning change? Does this change always have the same result?

A cautionary note of the "how-not-to" variety. Don't try to make Ewe into English. You should become conscious of the fact that no matter how poorly you did in 10th grade English, you have all the grammatical rules of English programmed into your head in some fashion. These unconscious "rules" will often conflict with the way Ewe works and make it more difficult to "get into" this other system. When you find yourself thinking, "Why don't they say it like this?" or "Why don't these things translate into English?," then be aware that you may be up a dead-end street.

INTRODUCTION TO THE GRAMMAR HANDBOOK

This book does not purport to be a complete grammatical analysis and explanation of Ewe language. It is the author's hope, however, that after finishing all the lessons in this book and in the Communication and Culture Handbook you will know enough Ewe to speak, read and even write at an FSI level of 2+ or 3.

The lessons in this handbook are ordered so that the easiest, most common and most useful points are presented first, with the more complex structures following later on. More detailed treatments and discussions of Ewe grammar may be found in the works listed in the Bibliography.

Each lesson in this book has four main parts, discussed below:

1. Explanation: Read the explanation to get a general idea of what is being explained and then go to the exercises. After trying the exercises, come back to the explanation and it will make even more sense. As you continue to work on Ewe when the training program is over, use the explanations as a reference grammar to answer your questions about why and how the language does or doesn't do something.

2. Exercises: The exercises are designed to be done with a group of people in a classroom setting. They should be done orally and they should be repeated until the answers come easily and quickly. A general rule for this section is ONCE IS NOT ENOUGH.

3. Activities: After you have worked through the exercises, the activities will give you an opportunity to use the grammatical structures in a more spontaneous, natural way. The activities are a bridge from the exercises to real language use.

4. Summary Written Exercises: These exercises give you the opportunity to test yourself to see if you have mastered the lesson. Do them as homework. The answers are provided in the back of the book.

How to Use the Grammar Handbook.

1. You can begin at the beginning and work your way through the book. While this is logical, it is not the only way to learn the grammar. It will also be effective if you study grammatical points as they come up. In other words, as you go through the Communication and Culture Handbook and in your daily endeavors to use the language, note down those things that you need to know and then study them in the Grammar Handbook. This "need to know" plan for studying grammar is usually more effective since it is based upon communication needs rather than abstract goals, and leads you to study what you need to know, when you need to know it.

2. Work your way into any lesson only as far as you feel comfortable. Each lesson covers a range of grammar items related to a particular pattern in the language. All of them may not be relevant to what you need to know. Study and adapt these things to your needs.

3. Don't get bogged down in the "explanation" part of the lesson. If you don't get it the first time through, go on to the practice exercises and then return to the explanation if you think it will help. Knowing about the language won't make it easier to speak and so you should focus your energies on the exercises.

4. Always do the exercises orally and without looking at the book. This means that you need a "language helper," teacher, or at least a partner to study with. You may want to study the exercise beforehand, and with some of the more difficult exercises it may be useful to write out the answers before trying to do them orally. Don't look at the book when you do your oral practice, and don't think that you are learning to speak the language until you speak it!!!

5. The vocabulary range of the Handbook has been limited in a progressive fashion. Vocabulary is introduced as the lessons progress. You should try, however, to bring into every lesson vocabulary from your own experience to expand upon the items in the exercises. This will help to make the lessons more relevant to your daily language needs.

6. Make it a regular practice to go back over things that you have already studied.

7. Exercise your curiosity. Never stop asking why things are, and more important, trying to find a pattern that will allow you to apply what you know to other situations. Always ask the questions: "Can I say this,.....?" and "If I can say that, can I say this,.....?" Pursue your question until your "need-to-know" is satisfied or social courtesy suggests you stop.

The Ewe Language: Its Place, Extent, and Varieties.

Ewe is part of the group of West African coastal languages known as Kwa languages. It is essentially the parent language of a number of languages and dialects found along what is known as the Slave Coast. (Some idea of its origins, and the origins of the Ewe peoples, may be found in the Special Skills Handbook in this series.)

Ewe is spoken in an area stretching from the Volta river in Ghana to the Togo/Benin border, and ranging up to 160 kilometers inland from the coast. Fon is a sort of sister language spoken in the maritime region of neighboring Benin. The two main dialects of Ewe and their derivations are:

Mina (Gɛ̃gbe)--in which many changes are due largely to the influence of other languages brought by immigrants such as the Fanti. Its center is Anexo, but it is spoken as a lingua franca in Lome and in many centers of commerce throughout Togo.

Aŋlɔ--in which differences may be attributed to distance from the main part of Eweland and possibly to the lifestyle of the people around Keta where fishing is the way of life.

"Standard Ewe" is largely restricted to what is written in textbooks and literary works and to what is taught in schools, although even standard Ewe may vary according to the origin and style of each author or teacher.

The written Ewe used in this series of handbooks is based inasmuch as possible on the standard Ewe referred to above. The spoken Ewe found in the books is meant to reflect the most common style and usage of the region set off by Lome, Kpalime, and Notse. Further information on the Ewe language and its regional varieties, may be found in the reference works listed in the bibliography at the end of this handbook.

Finally, a note on Ewe sentences: except in literature, they are characteristically short and sweet. For example, the long English sentence:

> When I had seen my friend, bought some new shoes and had a drink, I went to Lomé.

would be rendered in Ewe as three short sentences:

> Mekpɔ xɔnye. Meƒle afɔkpa yeye. Meno aha vie hafi medzo yi Lomé.

EWE

GRAMMAR HANDBOOK

LESSON ONE

The Ewe Sound System - Tones

1.1 EWE PHONOLOGY. Learning the phonology (the sound system) of Ewe will present you with a number of stimulating challenges. Some sounds will seem quite elementary, while others will demand your close attention for as long as you are an Ewe speaker. You can expect to find many similarities to the phonology of English.

The Ewe alphabet has 30 letters:

A	B	D	Ɖ	E	Ɛ	F	Ƒ	G	ɣ	H	X
a	b	d	ɖ	e	ɛ	f	ƒ	g	ɣ	h	x

I	K	L	M	N	Ŋ	O	Ɔ	P	R	S	T
i	k	l	m	n	ŋ	o	ɔ	p	r	s	t

U	V	Ʊ	W	Y	Z
u	v	ʊ	w	y	z

The letters or sounds that will seem new to you are probably the following:

A. VOWELS:

ɛ - pronounced like e in English word 'bet.'
ɔ - pronounced like aw in the English word 'awe.'

B. NASALIZED VOWELS: The mark ˜ written over the vowel indicates that the vowel is nasalized. To approximate the sound of a nasalized vowel, say "ah" and hold your nose. Practice nasalizing all the vowels in the alphabet.

Note: ɛ also appears in some words as a result of adding e to words ending in a; for example:

na + e = nɛ
va + e = vɛ

C. SINGLE CONSONANTS: (These explanations may be a bit exaggerated, but will help you feel where you should be producing the sounds.)

- d - put the tip of your tongue right against your teeth.
- ɖ - put the tip of your tongue up in the highest part of the roof of your mouth.
- ʃ - pretend you are trying to blow a mosquito off your second shirt button from the top.
- ɣ - pretend you are gargling; then add a vowel.
- x - imitate the North Wind, with the sound coming from the back of your throat.
- ŋ - say 'sing-along,' then 'ing-along,' then drop the 'i.' This is how to say ŋ as the first sound in a word.
- ʋ - put the end of a pencil in your mouth and say 'voice'; now try it without the pencil, making sure your lips are pushed forward and that the lower one doesn't touch your teeth.

D. DOUBLE CONSONANTS:

- gb - say 'egg-beater' fast; drop the '-ter,' then the first 'e.'
- kp - say 'pick-pocket' fast; drop the '-cket,' then the first syllable, 'pi-.'
- dz - may be pronounced as in 'adds' or as in 'edge,' depending on the dialect.

D. FAUX-AMIS:

- e - is like a French 'é,' or sometimes between 'é' and 'è,' but not like English 'hey.'
- i - is like a French 'i' (mille), or an English 'ee' (teeth).
- u - is like a French 'ou' (tout), or an English 'oo' (boot).

You should be able to work out the rest of the sounds, and sound combinations, for yourself. Note that 'ʋ' is the only letter that is ever silent, and then only between 'ŋ' and 't,' as in ŋutɔ or ŋuti.

1E.1 Practice (vowels).

nɛ	suɛ	klɔ
agalɛ	tɔ	tsɔ
lɛ	dɔ	bokɔ
fafɛ	wɔ	bɔbɔ

1E.2 Practice (single consonants).

de	ɖe	ƒo	ɣe	xo	ŋɔ	ʋii
dɔ	ɖo	ƒu	ɣɪ	xɔ	ŋe	ʌʋa
di	ɖi	ƒle	ɣa	xa	ŋu	ʋo
du	aɖu	aƒe	ɣleti	xevi	ŋɔti	eʋe

1E.3 Practice (double consonants).

egbe	gbe	tɔgbui
egbɔ	gbɔ	togbɔ
akpe	kpo	kpuie
akple	kpe	tɔkpo
dzi	dzo	adzo
dze	dzu	edze

1E.4 Practice (faux-amis).

etu	tegbe	kplii
ati	enyi	fufu

1.2 TONES. Ewe is a tone language, as are most African languages. This means that if you're not careful, when you think you're complimenting someone on a new shirt, you may instead be insulting their grandmother! Thus, tones are important in distinguishing meanings which may not always be clear from context.

The number of tones in Ewe and how to mark them are still subjects of much debate among linguists. For our purposes, however, we will say there are five:

High - tó
Rising - tǒ
Mid - to
Falling - tô
Low - tò

Although it is important to be able to distinguish the meanings of individual words by their tones, many words are homonyms: they have the same spelling, pronunciation, and tone, but different meanings. Homonyms are common in English, too. For example, we have the noun 'watch' and the verb 'watch.'

Also, tones change or combine when words are put together in sentences. For example: 'That's my watch.' 'Is that my watch?' Consequently, it is more important to try to learn the overall tone patterns of expressions and sentences you commonly use. This may seem hard to do at first, since we Americans are used to learning our language(s) by sight, from the printed page. But just as you learned the tune to many an old favorite song by hearing it over and over on the radio, you can also learn the "tune" to many Ewe phrases and expressions merely by closing your eyes and listening, then singing them back to yourself or mimicking them out loud.

Here are some other helpful techniques:

Have your teacher or a friend with a good ear move his or her hand up and down like an orchestra conductor to show you where the tones are.

Whistle the tonal pattern of a sentence after hearing it spoken.

Write in accent marks to help you remember "in your mind's eye" where tones should go.

Diagram tone patterns separately from words or sentences, for example: Nye menya o. = [– – ¬]

1E.5 Practice (tones).

tɔ́	atĭ	égbè
tɔ̀	eklɔ́	égbé
atɔ	eklɔ̀	ègbé
atɔ́	akpe	ègbè
nɛ̂	avɔ̌	
kɛ̂	tegblĕ	
tɛ̂	yevugă	

1E.6 Practice. Listen as your teacher reads each phrase. Write down the tones in a step-diagram, and then see how accurately you can repeat them.

Afika yim ne le?	Nye mese egɔme o.
Eva ɖo a?	Enyeé .
Meɖe kuku.	Kuku le dzodoƒe.

NOTES

1. When you ask someone how to say a word in Ewe, they will give you the "isolation form". Ask them to use it in a sentence, too, otherwise you may not recognize it (or may misuse it) when it undergoes the influence of neighboring words, is used to ask a question, etc.

2. For pedagogical as well as technical reasons, tones will be generally left unmarked in the lessons unless needed to distinguish two different meanings. Feel free to mark them in yourself, but try to avoid becoming wholly dependent on such visual aids.

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LESSON TWO

Subject & Object Pronouns -- The Possessive

2.1 SUBJECT PRONOUNS. In Ewe, there are six subject pronouns.

me	I	mí	we
è	you	mì	you (pl.)
é	he, she, it	wó	they

(There is no familiar--formal distinction as in the French 'tu--vous.')

Here are some examples of the pronoun forms used in full sentences:

Meyi suku.	Míno aha.
I went to school.	We have a drink.
Eʃo bɔl.	Mìgbã kɔpo.
You played soccer.	You broke a glass.
Edu nu.	Wódze biya.
He eats something.	They buy beer.

2.2 EMPHATIC OR MID-PHRASE FORMS. When emphasized or occurring in the middle of a clause, the above forms of subject pronouns may become:

nye, enye	I	míe, mía, míawoe	we
wò, woe, ne	you	mìe, miá, mìawoe	you (pl.)
wo, woe	he, she, it	wóe, wówoe	they

You will notice that there is more than one form for each emphatic or mid-phrase pronoun. Unfortunately, there are no nice rules telling us when to use which, just as in English it's hard to specify when to say 'You are not' vs 'You aren't' vs 'You're not.' For example:

Ewoe.	It's you.
Woe mekpɔ etsɔ.	It's you that I saw yesterday.
Nyitsɔ nevâ?	Did you come the day before yesterday?

NOTE

Ewe is an "agglutinative" language. This means that while most of its words can stand alone, they are more often than not stuck together with others to form new words, phrases, and sentences. Do you think this would give Ewe more or less flexibility in trying to keep pace with technological progress, contact with other cultures, and so on?

VOCABULARY

suku	gbã	amedzro
bɔl	kɔpo	amesiawo
ɖu nu	dze aha	le mɔ dzi
no aha	biya	

2E.1 Substitution Drill. Replace the subject pronouns in the model sentences with those given below.

Model A: Meyi suku. Model B: Mìle nu ƒlém.

1.	è	6.	é
2.	wò	7.	mì
3.	mì	8.	è
4.	wó	9.	me
5.	é	10.	wó

2E.2 Substitution Drill. Replace the emphatic or mid-phrase form of the subject pronoun in the model sentence with each of the forms given below.

Model A: Enyeé nye amedzro. Model B: Amesiawoé mìekpɔ le mɔ dzi.

1.	woe	6.	me
2.	mìawoe	7.	mìe
3.	wóe	8.	ne
4.	wò	9.	wòe
5.	mìawoe	10.	wo

2.3 POSSESSIVE PRONOUNS. The possessive may be formed in one of two ways. The first we shall call "using normal forms", since it involves only adding '-fé' to the normal forms of the subject pronouns with the exception of 1st and 2nd person singular:

nyè agbalɛ̃	mìafé agbalɛ̃
my book	our book
wò agbalɛ̃	miafé agbalɛ̃
your book	your book
éfé agbalɛ̃	wófé agbalɛ̃
his/her/its book	their book

2.4 ABBREVIATED POSSESSIVE FORMS are the second kind, and may be used in certain expressions or under special circumstances (mostly with nouns designating persons or places). They are derived in all cases by dropping '-fé,' and in a few by moving the emphatic form of the pronoun to the end of the word:

nɔvinyè	mìa nɔvi
my brother/sister	our brother
nɔviwò, wò nɔvi	mìa nɔvi
your brother	your brother
énɔvi	wó nɔvi
his brother	their brother

2.5 OBJECT PRONOUNS are essentially the same as subject pronouns except that they follow the verb or are attached to it:

-m̀	me	mí	us
wò	you	mì	you
-e	him/her/it	wó	them

For example:

Wókpɔm̀.	Wókpɔmí.
They saw me.	They saw us.
Wókpɔwò.	Wókpɔmì.
They saw you.	They saw you. (pl.)
Wókpɔe.	Wókpɔwó.
They saw it.	They saw them.

2.6 The 1st person singular object pronoun is not always '-m.' In some constructions it is '-nye,' as in:

Do le wunyem̀*.	I'm hungry. (Hunger is killing me.)
Ðeɖi te ɳunye.	I'm tired. (Tiredness is upon me.)

*In this sentence -m̀ is a progressive tense marker (see Lesson 5), and not a pronoun.

VOCABULARY

agbalɛ̃	kplõ	bú	fa avi
nɔvi	taku	srõ	kple
dɔ	dzi	le asime	nya be
ɖeɖi	dziwu	yɔ	xɔ
ga	aba	le sɔleme	ame gbɔ
kuku	ɖevi	le sukuxɔ me	kɔ̃dzi
aɖakame	gasɔ	ƒo	ɖe
anyigba	nufiala	ŋkɔ	dada
afɔkpa	kpɔ	didì	ƒle
zikpui	nuŋlɔti	ŋutɔ	ʊu
gɔme	gblɔ be	vi	le

2E.3 Sentence Formation. Make sentences with the following words.

Example: nye/agbalɛ̃/xɔme > Nye agbalɛ̃ le xɔme.

1. mìaƒe/ga/aɖakame.
2. éƒe/kuku/anyigba
3. mìaƒe/afɔkpawo/zikpui gɔme.
4. wóƒé/bɔl/kplɔ̃ gɔme
5. wò/taku/kplɔ̃ dzi
6. Kodzo ƒe/dziwu/aba dzi.
7. wóƒé/vi/suku
8. éƒe/gasɔ/xɔme
9. mìaƒe/nufiala/Lome
10. nye/agbalɛ̃/xɔme

2E.4 Substitution Drill. Substitute each of the words given below for the underlined word(s) in the model sentence.

Model: Mìkpo Kɔdzo ƒé nuŋlɔti.

1. wóƒe
2. nye
3. Kofi ƒé
4. wò
5. mìaƒe
6. mìaƒe
7. éƒe
8. Ablavi ƒé
9. wóƒe
10. Kɔdzo ƒé

2E.5 Transformation Drill. Replace the underlined subject pronoun in the model sentence with each of those given below and change the possessive pronoun to agree with it.

Model: Megblɔ be nye ga bu.

1.	mì	6.	Kosi	11.	mì
2.	é	7.	me	12.	wó
3.	Abla	8.	mì	13.	è
4.	mí	9.	wó	14.	Yawo
5.	wó	10.	é	15.	me

2E.6 Substitution Drill. Substitute each of the forms listed below for the appropriate form in the models. Make any adjustments necessary.

Model A: Afì enye novinye Model B: Gake enye esrõ.

1.	nɔviwò	6.	wó nɔvi	11.	wó srɔ̃
2.	Abra	7.	Kodzo	12.	nye
3.	énɔvi	8.	nɔvinye	13.	Gake
4.	mía nɔvi	9.	mìa srɔ̃	14.	srɔ̃wo
5.	Komlã	10.	Adonsou	15.	esrɔ̃

2E.7 Substitution Drill. Replace the object pronoun in the model sentence with each of those given below. Then change the verb to yɔ and repeat the exercise. Change yɔ to kpe and repeat a third time.

Model: Wókpɔm le asime.

1. e
2. wò
3. mí
4. wó
5. mì

2E.8 Substitution Drill. Substitute each of the words given below at the appropriate place in the model sentence.

Model: Kosi kpɔe le fiaseme.

1.	E	6.	le sɔleme	11.	le sukuxɔ me
2.	yɔ	7.	Mì-	12.	ƒo
3.	le asime	8.	È-	13.	Kosi
4.	-mì	9.	-m	14.	-e
5.	-wó	10.	-mì	15.	kpɔ

2E.9 Replacement Drill. Replace each proper noun with a pronoun. Make any other changes necessary.

Example: Komlã enye Abla ƒe novi. > Enye enovi.

1. Theodore ƒe ŋkɔ didì ŋutɔ.
2. Bob kple Ann ƒé vi le avi fam.
3. Nye kple Yawo mìe kpɔ Sheila le mɔ dzi.
4. Carol nya be Mark ƒé ga bu.
5. Dafe xɔ Sena le Kalefe gbo.
6. Kɔku yɔ Paul le kõdzi.
7. Bob ɖe Afi ƒe dada.
8. Kofi ƒle Kɔmi ƒe ʊu.

2E.10 Activities.

A. Have every member of the class write their name on two small pieces of paper. Then on each piece they should draw an object and label it in Ewe (book, ball, pencil). Place all of the "cards" face down on a table. Take turns picking from the lot and telling the class what you've drawn.

Example: Mexɔ Chris ƒe kuku. (I got Chris's hat.)

B. Ask others to describe what you or someone else has drawn.

Example: Beth xɔ nye agbalɛ̃.
Èxɔ nufiala ƒe afɔkpa.

C. Take turns calling on one or two people and describing your action or someone else's.

Example: Eyɔ mí.
Míyɔ wò.

For a little variety, you might also tap people on the shoulder and use the verb ƒo.

2E.11 Written Summary Exercises (Answers on page 161.)

A. Rewrite Exercise. Rewrite each of the following sentences, replacing the underlined word in each with the word given in parentheses. Make any changes needed.

1. Mìaƒe ga le aɖaka me. (kuku)
2. Megblɔ be gasɔwò bú. (edada)
3. Wókpo Kɔsi le mɔ dzi. (e)
4. Wòe nye amedzro. (mìa)
5. Akuavi le nu ƒlem. (è)
6. Nɔvinye wòkpɔ le mɔ dzi. (è)
7. Wóyi suku. (é)
8. Mîkpo Kɔdzo ƒe agbalẽ. (nye)
9. Mìaƒe afɔkpawo le zikpui gɔme. (wó)
10. Mîkpɔ nuɳlɔtiwò. (Ablavi)

B. Translation Exercise. Translate as many of the above sentences as possible, both in their original form and as rewritten.

LESSON THREE

The Aorist -- Agentive Markers

3.1 THE AORIST. This is a tense in Ewe which doesn't represent just one tense in English. It may be used for any of several English tenses: the simple past, the simple present, or the present perfect. Deciding from context which way to interpret the aorist in English isn't really as hard as it may sound at first.

The aorist is formed by adding a subject pronoun to a verb stem:

me	+	zɔ	=	Mezɔ.
I		walk		I walked.

A. The Simple Past is used to describe past actions, usually ones that are already completed.

Mezɔ.	I walked.
Eyɔ Akɔsiwa.	He called Akɔsiwa.
Wóyi mɔ dzi.	They went on a trip.
Eva eme be ...	It happened that ...

The word vɔ̀ (to be finished, over) may be added to such sentences if one wishes to make it clear that the action is done and over with. Vɔ̀ may also be used to translate the English word "already".

Mesrɔ̃ nu vɔ.	I have studied already.

B. The Simple Present is used just as in English, although sometimes the action may have begun in the past.

Melɔ̃.	I agree. I am willing.
Wóxɔ e se.	They believe it. (They accept and hear it.)
Edo ŋku edzi.	She remembers it. (She turned her eye to it.)
Mìmlɔ anyi.	We're lying down. (We lay on the floor.)
Exɔ fé ene.	He is four. (He has received four years.)

C. The Present Perfect expresses an action which just finished or which took place very recently.

Mezɔ fũu.	I have walked a long way.
Megblɔe nɛ.	I have told him.
Mede Lome.	I have been to Lome.

D. Verbs which express a state or a quality have a present meaning in the aorist.

Ekɔ.	It is high. He is tall.
Elolò.	It is large.
Enyo.	It is good.
Evɔ̀.	It is done, over.

(See Lesson 16 for more on such verbs and verbal adjectives.)

E. The aorist is also used in conditional sentences:

Ne eva la,...	If he comes,...
Ne da ɖuwò la, ékema àvɔ̃ vɔ̀klui hã.	If a snake has bitten you, you will then fear even a worm.

(See Lesson 9 - The Conditional)

and in pluperfect constructions:

Medu nu hafi wòva.	I had eaten before he came.
Esi tsi dza la, mìdzo yi Lome.	When it rained, we had left for Lome.

You will soon see that the aorist is the most frequently used tense in Ewe, covering almost all of our English past tense constructions, many of the present ones, and sometimes even including structures for which an equivalent exists elsewhere in Ewe (for example, there are some verbs which can't be put into the present progressive very neatly--see Lesson 16).

3.2 AGENTIVE MARKERS. There are four such markers in Ewe.

-tɔ́ shows a person's or an object's place of origin:

Amerikatɔ́ menye.	I am an American.
Kpalimetɔ́é.	She is from Kpalime.

-la indicates someone's occupation or responsibility, and is roughly equivalent to the English suffixes -ist and -er:

nufiala	teacher (thing-show-er)
xɔtula	builder (room-build-er)
mɔfola	typist (machine-strike-er)
teƒenɔla	assistant (place-sit-er)
nudzikpɔla	supervisor (thing-top-look-er)

-tɔ̀ designates ownership:

Bɔlsia enye tɔ̀nye.	This ball is mine.
Ablavitɔ̀é.	That's Ablavi's.
Maxɔ gãtɔ̀a.	I'll take the big one.
Gɔmetɔ̀ enyo wú.	The lower one is best.

-nɔ̀ means someone suffering from a certain condition:

dɔnɔ̀	a sick person
trenɔ̀	an unmarried person
ŋkunɔ̀	a blind person

VOCABULARY

zɔ	vɔ	ƒu ɖu
nyo	da	ŋlɔ
lɔ̃	ɖu	dzra
xɔ nya se	vɔ̃	drɔ
ɖo ŋku nu dzi	vɔklui	kɔ
mlɔ anyi	hafi	kpe
xɔ ƒé	esi	amegã
fũu	tsi dza	vivi
gblɔ nya na ame	dzo	ʋẽ
de	ɖa nu	sẽŋu
kɔ̀	wɔ dɔ	glɔ̀
kɔ́	de agble	nyɔnuvi
lolɔ̀	fɔ kpe	ʋukula

3E.1 Sentence Formation. Add a subject pronoun to each of these verbs to form a short sentence.

Example: Wó + ɖa nu. > Wóɖa nu.

1. wɔ dɔ.
2. de agble
3. fɔ kpe
4. ɖu nu
5. no aha
6. ƒu ɖu

3E.2 Sentence Formation. Make sentences with each of the following verbs, using any subjects and objects you like and adding vɔ at the end of each one.

Example: Mìdze biya vɔ.

1. ƒo
2. yɔ
3. gbã
4. kpɔ
5. no
6. xɔ
7. ŋlɔ
8. ƒle
9. dzra
10. dro

3E.3 Sentence Formation. Use each of the following verbal adjectives, with or without ŋuto (very) to describe something or someone.

Example: Agbalɛ̃ la nyo ŋuto.

1. kɔ́
2. kɔ̀
3. kpe
4. lolɔ̀
5. didì
6. vivi
7. ʋẽ
8. sẽŋu
9. glɔ̀

3E.4 Substitution Drill. Substitute the given word in the proper place in the sentence.

Example: Menye nufiala. Kɔdzo > Kɔdzo nye nufiala.

Basic Sentence: Menye nufiala.

1.	É	6.	Togotɔ	11.	Etienne
2.	sukuvi	7.	Kofi	12.	È
3.	Tom	8.	ɒukula	13.	Mì
4.	Amerikatɔ	9.	ŋutsula	14.	nufiala
5.	Nyɔnuvia	10.	amegã	15.	Me

3E.5 Chart Pattern Practice. Look at the chart on page 153. Make up sentences about each picture according to the following instructions:

A. Describe what each person does in the picture, using the aorist.

B. Tell what you think each person's occupation is, using agentive markers.

3E.6 Activities.

A. Use gestures to give silent commands to members of the class. Have each actor tell you what he/she has done. Have others tell what the actors have done.

B. Play a version of 20 Questions or Charades, whereby teams (or the audience) try to guess what the leaders have done by making simple statements and having them accepted (as true), or refused (as false).

C. Make flash cards for all the verbs you have learned so far. Divide the class into two teams. Each team will construct cards with the English word on one side and the Ewe word on the other side. Then, one at a time, a team member flashes either the Ewe or the English side of a card to a member of the opposing team. If the person identifies the verb and puts it into a sentence of at least three words in length, that team gets a point. Alternate asking and answering. The teacher can act as referee and scorekeeper.

3E.7 Written Summary Exercises. (Answers on page 162).

A. Completion Exercise. Recopy the following, filling in the blanks to make complete sentences.

1. _____ ʃle _____ vɔ.
2. Mi̍qo ŋku _____ dzi.
3. Nyɔnuvila _____ ŋutɔ.
4. Wó _____ nu _____.
5. _____ ŋlɔ _____ vɔ.
6. Etienne nye _____.
7. Ɛ̀ _____.
8. _____ gbã _____.
9. _____ Togotɔ.
10. Kofi _____ mi̍ _____.

B. Translation Exercise. Translate these sentences into Ewe.

1. It rained.
2. The teacher said something to us.
3. The book is heavy.
4. She bought a pencil.
5. They drink beer.
6. The Kpalime road is long.
7. I went to Kodzo's place.
8. His sister is strong.
9. Your shirt is beautiful.
10. They sell beer in the market.

LESSON FOUR

Nouns -- Plural Formation -- Articles

4.1 NOUNS. There are two types of Ewe nouns:

A. Simple Nouns:

nu	thing
xɔ	room, house
agbalɛ̃	book, letter
agble	field

B. Derived or Compound Nouns which come from combinations of simple nouns or from simple nouns combined with markers, verbs, adjectives, etc.

tɔ lake, river, pond		+	go shore	>	tɔgó lakeshore, riverbank
abɔ arm		+	ta head	>	abɔta shoulder
ɖu > to eat	ɖuɖu eating	+	nu thing	>	nuɖuɖu food, meal
zɔ > to walk	zɔzɔ walking	+	mɔ road	>	mɔzɔzɔ trip, journey
ɖo > to direct organize	ɖoɖo directing organizing	+	to ear	>	toɖoɖo obedience paying attention
dzifo sky		+	xɔ room, house	>	dzifoxɔ 2-story house

A more complete inventory of such nouns, and explanations of their derivations, will be given in Lesson 17.

4.2 NOUN PLURALS. Ewe nouns, like English nouns, are of two types:

a) countables: e.g., 1 book, 2 people.
b) collective nouns: e.g., rice, water.

The plural of countable nouns is formed by adding -wó to the last syllable of a noun or at the end of a Noun Group (noun & adjective; noun & article; etc.)

agbalɛ̃	ekplɔ̃kekè
book	wide table
agbalɛ̃wó	ekplɔ̃kekewó
books	wide tables

In a structure with two (or more) related nouns, only the second (or the last) may bear the plural marker:

xɔnyè kple nɔvinyewó
my friends and my brothers

ŋutsu, nyɔnu, kple ɖeviwó
men, women, and children

Collective nouns in Ewe, just like collectives in Engish are not pluralized.

mɔlu	tsi
rice	water

4.3 ARTICLES. Nouns in Ewe are by nature indefinite. One may say:

Mekɔ nuŋlɔtĭ.	I pick up the pencil. I pick up a pencil.
Mekpɔ ŋutsu.	I saw the man. I saw a man.

In other cases one may add the indefinite particle ɖe (a, some):

Mekɔ nuŋlɔtĭ ɖe.	I pick up a pencil.
Mekpɔ ŋutsu ɖe.	I saw a man.

A noun may be made definite by adding either -la or its reduced form -a: This is generally done only for nouns already referred to in a conversation or text.

agbalɛ̃	Mekpɔ ŋutsu ɖe.
book	I saw a man.
agbalɛ̃ la	Mekpɔ ŋutsua.
the book	I see the man.
agbalɛ̃ lawó	Mekpɔ ŋutsuawo.
the books	I see the men.

Note that the definite article is less frequently used in Ewe than in English. It may also, however, be added to the following:

absolute pronouns to emphasize them:

Nye la (nyea), ...	As for me,...
Mìawo la, kuvia ko mìewɔ.	As for you, you were just lazy.

adverbs and adverbial phrases to show previous reference:

égbè la	just today	(see Lesson 11)

conjunctions:

tete la	then suddenly	
émègbè la	and after that	(see Lesson 15)

dependent clauses:

amesi va etsɔ la	the person who came yesterday	(see Lesson 9)

Note, too, that some nouns are part of an idiom and are thus invariable.

Mele nu fòm	I am speaking.
Ele to ɖòm	He is listening.

VOCABULARY

wɔ kuvia	agblenu	lia
ʄo nu	dɔyɔla	tɔ̀
ɖo to	ametsitsi	kɔ
ɣi	tsɔ va	da
atì	fiasetɔ	avu
ku ʊu	dɔwɔnu	fi
he	fefenu	elã
to	nyi	xɔ asi
trɔ	xɔ̃	kotoku
asi	xɔ abi	tso
tsa	sukuvi	ŋdime
dɔme	nyɔnu	kpe ta
nyuie	ŋutsu	vie

4E.1 Translation Exercise. See if you can figure out the meanings of the following compound nouns. First work out the component parts, then interpret them all together.

1. nuɖuɣi
2. mɔzɔtì
3. ʊukula
4. tohehe
5. mɔkpɔkpɔ
6. lɔlɔ̃tɔ̀
7. tɔtrɔɣi
8. nudzrala
9. asitsala
10. dɔmenyuiewɔwɔ

4E.2 Transformation Drill. Change all of the nouns (and pronouns) in the following sentences from singular to plural.

1. Mekpɔ sukuvi wòle agbalɛ̃ ʄem.
2. Agbledela tsɔ eʄe agblenu yi agble.
3. Eyɔ dɔyɔla kple ametsitsi.
4. ʊukula tsɔ ati vɛ nam.
5. Fiasetɔ le dɔwɔnu kple fefenu dzram.

4E.3 Transformation Drill. Change the nouns in these sentences from indefinite to definite or vice-versa.

1. Mìkpɔ nɔviwo le asime.
2. Nyi ɖe va gbã xɔ ɖe.
3. Xɔ̃nye la wɔ dɔa.
4. Ame ɖe kpɔ abixɔtɔ ɖe le kɔ̃dzi.
5. Ðevi yɔna ŋutsu be etɔ.
6. Nufiala la he to na sukuvi.
7. Nyɔnu wu egbɔ ɖe.
8. Amegã ƒle gasɔ la le fiase la me.
9. Kuku ɖe nɔ zikpuia dzi.
10. Melia tó.

4E.4 Transformation Drill. Make the nouns in the following sentences plural.

1. Woyɔ ame ɖe.
2. Avu va fi elã la.
3. Agbalɛ̃ xɔ asi ŋutɔ.
4. Wotsɔ kotoku ɖe vɛ.
5. Meƒle fefenu.

4E.5 Manipulation. Place two desks side by side. Put a number of objects (pencils, books, etc.) on one desk. Practice picking up one or more things and transferring them to the second desk, describing your two actions as follows:

Mekɔ _____ le kplɔ̃a dzi.
Meda _____ ɖe kplɔ̃a dzi.

Example: Mekɔ nuŋlɔti ɖe le kplɔ̃a dzi.
Meda nuŋlɔti la ɖɛ kplɔ̃a dzi.

4E.6 Activities.

A. Make a list of all the compound nouns you have learned thus far. Write each one on a card. Write their English equivalents on different cards. Shuffle the cards and lay them out face down on a table or on the ground. Play a game of Concentration, wherein players alternately turn up a card and try to remember where the matching translation is.

B. If the initial sets of cards prove to be too easy, duplicate some of them but add on articles and or plurals.

4E.7 Written Summary Exercises. (Answers on pages 162 & 163.)

A. Sentence Formation Exercise. Write out complete sentences using the words provided. Then translate them.

1. Me/kpɔ/xɔ̃nye/lɔlɔ̃tɔ/le/asime.
2. ɳutsula/e/nye/asitsala.
3. Wo/ƒle/agbalɛ̃wo/kple/nuɳlɔtiwo/le/fiaseme.
4. Egbe/la/me/xɔ/agbalɛ̃/nyuie/ɖe/tso/Amerika.
5. E/nɔvia/ɖe/wɔ/dɔ/le/Keve.
6. Sukuviwo/ɖo/to/nyuie/le/ɳdime.
7. Mìaƒe/dziƒoxɔ/kɔ́/ɳutɔ.
8. Nudzikpɔlawo/kple/xɔtulawo/kpe/ta/etsɔ.
9. Zìkpuiwɔ̀/lolɔ́/ɳutɔ.
10. Nyɔnuviwo/ƒe/kuku/e/nye/taku.

B. Translation Exercise. Write out the Ewe equivalent of each of the following sentences:

1. Yesterday I taught in school.
2. The farmers worked hard in the morning.
3. Many chairs are in the church.
4. We climbed a mountain today.
5. Obedience is a good thing.
6. The student took his hoe to go to the field.
7. As for me, I speak Ewe only a little.
8. You saw your supervisor in the market.
9. My hope is already lost.
10. We're lying down in our rooms.

LESSON FIVE

The Present Progressive - Word-Order Variations - Reduplication

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5.1 THE PRESENT PROGRESSIVE expresses an on-going action. It is formed in English with the verb "to be" and the marker "-ing" added onto the main verb. In Ewe, we use the verb le and the marker -m.

Mele agbalẽ́ xlém.	I am reading a book.
Míle xɔ túm.	We are building a house.

If the action has no direct object, the progressive may take one of two forms, depending on the infinitive of the verb. Sometimes the word nu (thing) must be included:

ɖu nu to eat (something)	Mele nú dúm I am eating (something).
ta nu to draw	Mele nu tám I am drawing.
ƒo nu to talk	Mele nu ƒóm I am talking.

otherwise, the verb may simply be reduplicated:

zɔ to walk	Ele zɔzɔm He is walking.
ta to crawl	Ele tatam It is crawling.

Note that certain verbs, such as va (to come) and gbɔ (to arrive), form the progressive in neither of these ways (see Lesson 16).

5.2 WORD - ORDER VARIATION. We can observe that in the present progressive, and in idiomatic expressions based on it, the order of verb and direct object in the sentence is reversed.*

Wole bɔl ƒom.	They are playing ball.
Mele mɔ kpɔm.	I am hoping.
Míle ye ɖum.	We are dancing.

*The position of the indirect object (to me, for her) is also affected by this change. See Lesson 14 for further explanation.

You may have already observed that such an inverted order is to be preferred in many expressions.

Amerikato nenye.	You are an American.

Changing the order of all the sentence parts may be used to show emphasis or may be just a preferred way of saying things.

Asime yim mele.	To market is where I'm going. (I'm going to market.)
ðu gã wóʃona.	They play the big drum.

5.3 REDUPLICATION is part of a number of structures in Ewe.* The formation itself will be examined here, and its other uses will be considered in later lessons (14, 18). Verbs reduplicate by doubling their stem:

ʃo hit	ʃoʃo hitting

Exceptions are those stems having "r" or "l" between the initial consonant(s) and the vowel:

dzro desire	dzodzro desiring
gblɔ say	gbɔgblɔ saying

Some dialects also drop an intermediary vowel:

bia ask	babia asking
ti choose	tatia choosing

If nazalization occurs on the principle vowel of the stem, it is generally not present on the first part of any reduplication:

srɔ̃ learn	sɔsrɔ̃ learning
lɔ̃ to love, to agree	lɔlɔ̃ loving, agreeing

*One use we have already seen in Lesson 4 is the formation of compound nouns. This is covered further in Lesson 17.

VOCABULARY

fransegbe	ʊu	mli
ŋlɔ agble	lé dɔ	vɔ̃
to fufu	tsi	koklo
do bliku	tsi dzi	xlɛ̃
ɖetugbui	Kina	keteke
ƒo ɖa	kaɖigbe	akɔɖu
akɔnta	kle	gblɛ̃
to gli	aƒu	ʊu
do gbe	mli	bi
fia nu	flu	ta nu
ɖu ɣe	fe	ku kpɛ̃

5E.1 Sentence Formation Exercise. Form sentences in the present progressive tense using the words provided below:

1. Mì/asime/yi
2. Wo/kpe/fɔ
3. Kɔdzo/fransegbe/srɔ̃
4. Nutsuwo/agblewo/ŋlɔ
5. Aku kple Afi/fufu/to
6. Nyɔnu/bliku/do
7. Ðetugbuiwo/ɖa/ƒo
8. E/akɔnta/fia
9. Mi/mɔ/kpo
10. Ametsitsi/gli/to

5E.2 Sentence Formation Exercise. Choosing your own subjects, make sentences in the present progressive using the following verbs. Reduplicate when necessary.

1. wɔ dɔ
2. do gbe
3. fia nu
4. tsa
5. ɖu ɣe
6. ʊu
7. lé dɔ.
8. tsi

5E.3 Transformation Drill. Change the word order in these sentences so that the object is emphasized. (Don't forget to use mid-phrase forms for subject pronouns!)

1. Wotso Russia.
2. Ele agbalɛ̃ ŋlɔm.
3. Enye Kɔsi.
4. Wodena agble.
5. Mìle dzi tsim.
6. Menye Kinatɔ̀.

5E.4 Sentence Formation Exercise. Give the reduplicated form of each of the following verbs. Then use it in a progressive tense sentence with the subject provided in parentheses.

1. kle (kaɖigbe)
2. flu (ɖevi)
3. fe (Dovi)
4. mli (aƒu)
5. vɔ̃ (Mì)
6. xlɔ̃ (koklo)
7. trɔ (keteke)
8. gblẽ (akɔɖu)

5E.5 Chart Pattern Practice. Refer to the pictures in the chart on page 153. Beginning with the first person in the first picture, make a statement about what he or she is doing. Then, by simply adding a and a falling intonation onto your original sentence to form a question, ask a classmate if the next person is doing the same thing. Your classmate should give the appropriate answer and then ask a question in turn. Continue until everyone has had a turn.

5E.6 Activities.

A. Have each member of the class bring in several pictures of people. Practice making up sentences about what you imagine the people in the pictures might be doing.

B. Give each person in the pictures a name and say what you think their occupation is.

C. Play 20 Questions, having leaders mime actions and others trying to guess what they're doing, using simple declarative sentences which are either accepted or rejected.

D. Go to market or to a public place where there are many activities. Take turns describing what various people are doing.

5E.7 Written Summary Exercises. (Answers on page 163 & 164.)

A. Completion Exercise. Recopy the following sentences putting the verb in parentheses into the present progressive.

1. Wole bɔl (ʃo)
2. Aku kple Afi le fufu (to)
3. Kúkù le timati (tia)
4. Dzo le (bi)
5. Amerikatɔ ɖewo le eʋegbe (srɔ̃)
6. Nufiala le nu (ta)
7. ŋutsu lawo le (zɔ)
8. Ele ʋɔtru (ʋu)
9. Sukuviwo le nu...(ʃo)
10. Keteke le kpẽ (ku)

B. Rewrite Exercise. Rewrite the following in the present progressive.

1. Nyɔnu la ɖɔ bli.
2. Mìaʃe nufiala ta nu.
3. Kɔmlã lé dɔ.
4. Sukuxɔme wofe.
5. ŋutsu sẽŋu la ʃo ʋu.
6. Mevɔ̃.
7. Eʃle taku.
8. Keteke zɔ.
9. Cheryl ŋlɔ agbalẽ.
10. Miwo akɔnta.

LESSON SIX

Negation - Question Formation

6.1 NEGATION. The negative is formed by adding particles at two places in a sentence (somewhat like ne...pas in French).

o is always added at the end of a sentence, or sometimes at the end of a clause in complex sentences.

me- is added before the verb as a negative marker in various ways:

A. Since it is the same as the 1st person singular subject pronoun, the emphatic form is used for the pronoun:

Nye mexɔe se o.
I don't believe it.

Nye mekpɔe ne magblɔe nɛ o.
I didn't see him to tell (it to) him.

B. me- is joined, as is, to the 3rd person plural pronoun:

Wómedu gbɔlã o.
They don't eat goat (meat).

Wómesrɔ̃ nu hafi wóva o.
They didn't study before coming.

C. It contracts with the future tense marker a- to become ma-:

Nye mayi o.
I won't go.

Mava kpɔm o.
She won't come to see me.

D. With the "normal forms" of the 2nd and 3rd singular pronouns, me- usually contracts.

Mefo bɔl nyùie o.

You didn't hit/kick the ball well.

Médo eʋegbe kaba o.

She doesn't speak Ewe fast.

Mìese egɔme o.

We don't understand it.

Mìakpɔ timati o.

You won't find tomatoes.

Note that the mid-sentence or emphatic forms of these pronouns do take me- in its whole form:

Megblɔ nɛ be wòmedzra aha sesẽ o.

I warned him not to buy any alcoholic beverages.

Woe mefo bɔl nyuie o.

You don't play ball well.

E. The 1st and 2nd plural pronouns mì and mì may or may not contract with me-:

Mìmese naneke o.

We didn't understand anything.

Mìese naneke o.

We didn't hear anything.

NOTE

The interrogative marker a, the conditional marker la, and the emphatic markers hã, mahã are placed AFTER the negative marker o at the end of a clause or sentence.

Ne nye medu nu o la, ... If I don't eat, ...

Esi mìmedó gò o hã la, ... Even if we don't meet, ...

VOCABULARY

aha sesẽ	dzo	du	xɔlã
bɔlfofe	ɖu dzi	tso	vivi
bɔlfoha	fo nu fo	dɔdeasi	ahamunɔ
ŋglisigbe	dɔ alɔ̃	fetri	nɔ anyi
lã	mu aha	xixeame	atukpa
kpɔ	vɔ̃	kpɔ dzi	futɔ
nya awu	dzi ha	asigãme	si gbɔna
hadziha	tsi	tsikɔ	dzoɖagbe
amegã	búbù	yleti	abolo

6E.1 Substitution Drill. Replace the subject noun or pronoun in the model sentences with each of the words provided. Make any additional changes necessary.

Model A: Womeno aha sesẽ o. Model B: Nufiala mele bolfofe yim o.

1. Nye
2. Kɔmlã kple Amavi
3. è
4. sukuviwo
5. mì
6. E
7. Nɔvinye
8. Agbledelawo
9. Bɔlfoha

6E.2 Transformation Drill. Change the following sentences from affirmative to negative.

1. Medo ŋglisigbe nyuie.
2. Mìɖu koklo lã.
3. Ede Accra kpɔ.
4. Akɔsiwa le awu nyam.
5. Nyɔnuwo le hadziha me.
6. Kofi-tɔ enye amegã.
7. Xɔlã vivi ŋutɔ.
8. Ahanomunɔ fe zɔzɔ dzɔ.
9. Lome ɖu Atakpame dzi.
10. Kente xɔ asi.

6E.3 Sentence Formation Exercise. Create sentences using the phrase "I told him that ____" and the appropriate negative construction. (Remember to use mid-phrase forms!)

Example: Megblɔ nɛ be _____. (Kɔdzo/do afã)
Megblɔ nɛ be Kɔdzo womedo afã o.

Model: Megblɔ nɛ be _____.

1. sukuviwo/fo nu fo
2. mì/fi ga
3. ɔukula/dzo kaba
4. e/dɔ alõ
5. ɖeviwo/mu aha
6. kuku/ɖa nu vɔ̃

6.2 QUESTIONS. The simplest way to form a question is by adding a to the end of a simple affirmative statement or phrase:

Eyi bɔl ƒofe a?	Did you go to the stadium?
Ede Ghana kpɔ a?	Has he ever been to Ghana?

In contrast to English, the a makes the intonation at the end of a sentence drop.

Eyi bɔl ƒofe a?	[_ _ ‾ _ ¬]
Did you go to the stadium?	[_ _ _ _ _ _ ⌣]

The final intonation drops when question words are used, too, even though the a is not then present.

Question Words are formed by adding -ka onto the appropriate nouns:

afika	which place	=	where
nuka	which thing	=	what
ameka	which person	=	who
aleka*	which way	=	how

You will often find -e added to ka for emphasis.

Nukae maƒle?	What shall I buy?
Afikae netsô?	Where do you come from? (Where is it that you come from?)

For the present progressive, the intentional (see Lesson 14), and for some structures with "to be" (see Lesson 8), using question words means reversing positions of the subject - auxiliary verb group and the main verb - object group in the overall word order:

Nuka wɔm nele?	What are you doing?
Hakae dzi ge mîle?	Which song are we going to sing?
Lãmesẽnyagbɔkpɔla nenye a?	Are you a health instructor?

*Aleka never appears in its base form in Ewe. It may be used as aleke or alekae.

6.3 ABBREVIATED QUESTIONS may be formed by sticking ɖe̋ on at the end of an abbreviated affirmative phrase or sentence (like our English "And...?" or "What about...?").

Kofi ɖé?	And Kofi? Where's Kofi? What about Kofi?
Tɔnye ɖé?	And mine?

This is often used in conditional sentences (Lesson 9):

Ne eva xoxo ɖé?	What if he has already come?

With a little ingenuity, you ought to be able to figure out constructions such as the following, on your own:

Amekatɔ̀e?	Whose is it?
Nukata mieva Togô?	Why did you come to Togo? (Hint: ta=cause, sake)

6E.4 Sentence Formation. Form questions by adding a to the following.

1. Ede France kpɔ.
2. Mìnya hadzidzi.
3. Tsi le dzadzam.
4. Blia tsi nyuie.
5. Wotia amebúbù.
6. Manɔ anyi o.

6E.5 Substitution Drill. Replace the underlined word in the model sentence with each of the question words given below.

Model A: Gbekagbe enyo? Model B: Elã kae gblẽ nye agble?

1. afìka
2. nuka
3. atukpaka
4. aleke
5. amekae
6. ɖevi kae
7. futɔ kae
8. ʊu kae

6E.6 Substitution Drill. Replace the underlined phrase in the model with the phrase and verb given below. (Watch out for word-order changes!)

Model: Afika yim nele?

1. Dukame/yi
2. Dɔ ka/wɔ
3. Agbalẽ/xlẽ
4. Ameka/kpɔ
5. Nya kae/gblɔ
6. Atìkae/tso

6E.7 Translation Exercise. Translate the following abbreviated questions from Ewe to English or vice-versa.

1. Bɔla ɖe?
2. Atí lolòa ɖe?
3. Zikpui ɖe
4. Kpalime ʊu ɖe?
5. What about the drinks?
6. And my friends?
7. Where's the stadium?
8. And the homework?

6E.8 Chart Pattern Practice. Ask as many questions as you can about the pictures on page 153, using both the aorist and the present progressive. Take turns answering them in the affirmative and in the negative.

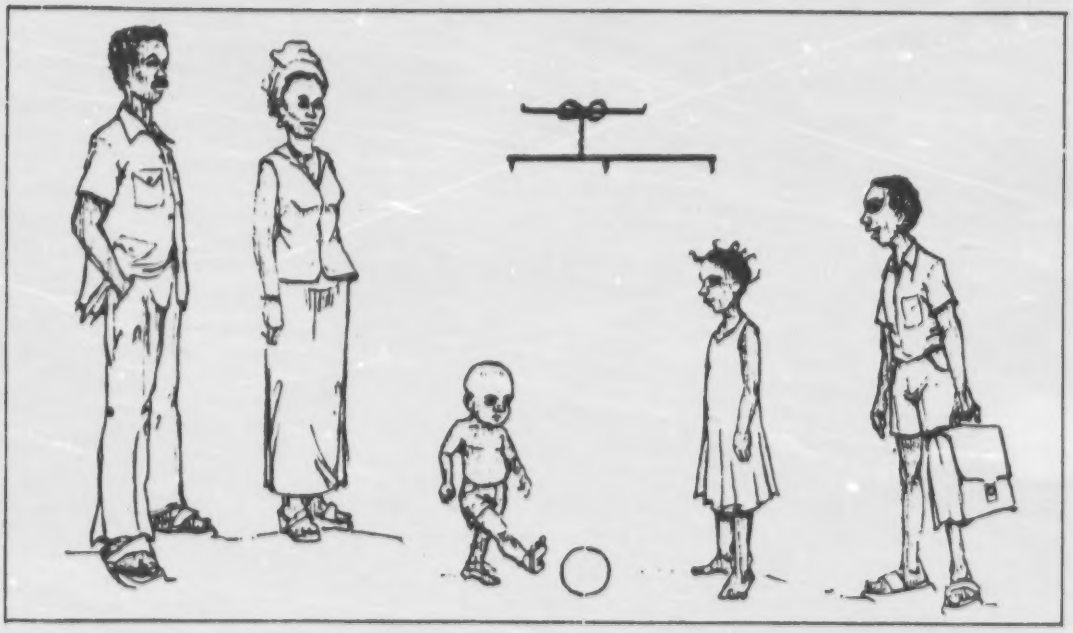
6E.9 Activities.

A. Scrambled Sentences. Write out a long Ewe sentence on a piece of paper and then cut it up so that each word is on a separate square of paper, for example:

Egbe	wo	me	le	abolo	dzram	le	mia	fe	asi	ga	me	o

Then shuffle the words and exchange them with another person. Try to put each other's sentence back together in the proper order.

B. Use the sketch below to practice questions and answers such as: Is the man her father? Is the child carrying eggs?



6E.10 Written Summary Exercises. (Answers on page 164 & 165.)

A. Rewrite Exercise. Rewrite the following sentences making them negative. Then translate them.

1. Medu fetri.
2. Miafe bɔlfoha du Sokodetɔ dzi.
3. Xixeame kɔ egbe ŋutɔ.
4. Nufiala la kpɔ bɔfolawo dzi.
5. Wógblɔe nam.
6. Amerikatɔ mienye.
7. Amewo le nu flem le asigãme.
8. Dapaon mɔa didi ŋutɔ.
9. Tsikɔ le wunyem.
10. Míle Kamerun yim le yleti si gbɔna me.

B. Sentence Formation Exercise. Write out at least two questions for each of the following answers.

1. Enyiwo le zɔzɔm nyuie.
2. Míle Nɔtsẽ yim.
3. Meva dzodagbe.
4. Nyeé.
5. Mido ɔu gã de.
6. Wómexɔe se o.
7. Xɔlã vivi nam ŋutɔ!
8. Kofi le afima.
9. Tɔnyeé.
10. Deviwò gbã kɔpowò katã.

LESSON SEVEN

The Simple Future Tense - The Subjunctive
Indirect Questions - Special Questions

7.1 THE SIMPLE FUTURE. This tense is formed by adding -a- between the subject pronoun and the verb, or by replacing the pronoun with it altogether.

Máyi mɔ dzi.	I will go on a trip.
Kɔdzo, ayi mɔ dzi.	Kodzo, you will travel.
Afiba ayi Kpalime.	Afiba will go to Kpalime.
Míawɔ dɔ.	We will work.
Miáwɔ dɔ.	You will work.
Amewo katã wóawɔ dɔ.	All the people will work.

7.2 THE SUBJUNCTIVE. Special expressions such as "I want to..." also use -a- as a kind of subjunctive marker.

Medi be mado eʋegbe nyuie.*
I want to speak Ewe well.

Edi be yeakpɔ dekadze nyuie ɖe.
She wants to find a fine young man.

Wódi be maxɔ ga sugbɔ le esi.
They want me to get a lot of money from him.

Similar expressions are:

Ele nam be mafle afɔkpa.*	I need to buy some shoes.
Ele nawo ...	You have to ...
Ele nɛ ...	He has to ...
Dɔ ame be wòawɔ naɖe.	To send someone to do something.
Ateŋu anɔ hadziha me.	You can be in the choir.

---

*Sometimes vowels are dropped in speaking: mado, ʋegbe, mafl'afɔkpa.

7.3 WHEN THE SUBJECT OF BOTH VERBS IS THE SAME, the special pronoun forms ye and yewo are used in the 2nd and 3rd persons along with the subjunctive marker. This is most often the case with verbs of thinking, feeling, believing and saying:

Ðevia di be yeayi kple etɔa.

The child wanted to go with her father.

Eĩ be yeaɖe ɖekakpui sia?

Do you prefer to marry this young man?

Edi be yeaflui.

She wanted to fool him.

Miesusu be yewoato mɔsiamɔ dzi.

You thought you'd try every possible way.

Futɔwo be yewomagayi aʋa dzi o.

The enemy said they would wage war no more.

Note that a more direct way of expressing a desire or a need (and not necessarily any less polite than the others) is to simply use the future tense in a slightly commanding manner:

Mano tsi.

I want / need to drink some water.

Maɖe asi gome.

I would like / have to go to the bathroom.

VOCABULARY

ɖekadze	to mɔ dzi	tsilɛ́fe	ʃo ʃu
sugbɔ	aua	lɛ̀ tsi	nutata
asi	yi dzi	teŋu	vevie
gɔme	lɔlɔ̃nudɔwɔla	kwasiɖagbe	afetɔ
tɔ	ŋuti	gbesiagbe	dò gò

7E.1 Substitution Drill. Replace the subject noun or pronoun in the model sentences with the words given below.

Model A: Mayi mo dzi. Model B: ŋutsulawo asrɔ̃ eʋegbe nyuie.

1. Mìa
2. A
3. Wóa
4. Mā
5. sukuviwo
6. Mì
7. John kple Susie
8. Amewo Katà

7E.2 Completion Exercise. Put the correct form of the negative future of the subjects and verbs in parentheses into the blanks in the following sentences.

Example: _____ Senkase o. (Lɔlɔ̃nudɔwɔlawo/nɔ) >
Lɔlɔ̃nudɔwɔlawo manɔ Senkase o.

1. _____ xɔsia ŋuti o. (Tsilɛ́fe/le)
2. _____ yli o. (Ðeviwo/gado)
3. _____ kuvia egbe o. (Ewòe/wɔ)
4. _____ aɖu mìa dzi o. (Futɔ/teŋu)
5. _____ sɔleme kwasiɖagbe o. (Mì/yi)
6. _____ fufu gbesiagbe o. (Ewòe kple nɔviwò/ɖu)

7E.3 Translation Exercise. Translate the Ewe sentences into English or vice-versa.

1. Amewo katã wòaʃo ʃu.
2. Tom, afia nutata.
3. Keteke adzo egbe ŋdi.
4. Mìasrɔ̃ nu vevie.
5. Alé dɔ loo!
6. Tomorrow I will buy a book.
7. I will take a shower.
8. We will cook.
9. You will pick up your pencils.
10. He will drink water.

7E.4 Replacement Drill. Replace the object noun or pronoun in the models with the words given below, making all changes necessary.

Model A: Ele nam be maʃle afokpa.
Model B: Dɔ ame be woadze aha.

1. mì
2. yawo
3. wò
4. bɔlʃolawo
5. xɔ̃nye
6. nye kple Kim
7. nyɔnuwo
8. é

7E.5 Replacement Drill. Replace the subject noun or pronoun in the models with the words given below, making all changes necessary.

Model A: Medi be mayi mɔ dzi.
Model B: Medi be mado eʋegbe nyuie.

1. Mì
2. Agnès
3. è
4. sukuviwo
5. afetɔnye
6. nye kple srɔ̃nye
7. Amerikatɔwo
8. E

7E.6 Utterance-Response Drill. Place the two words given in parentheses in the blanks in the sentences and make any necessary changes.

1. Dɔ ____ be ____ yi asime. (nɔviwò/wo)
2. ____ susu be ____ xɔ mɔkeke. (Me/me)
3. ____ susu be ____ xɔ mɔkeke. (Afi/me)
4. ____ be ____ meɖu gbɔlã oa? (E/wò)
5. ____ di be ____ ʃo bɔl egbe. (Xɔ̃nye/mì)
6. ____ lɔ̃ be ____ dò gò a? (Tɔwò/è)
7. ____ di be ____ ʃo bɔl o. (Nye/me)
8. ____ le vɔvɔ̃m be ____ va. (E/futɔ)

7.4 INDIRECT QUESTIONS are constructed with the expressions bia...(se)...be... or bia...(se)...bena... (to ask someone why, what, which, etc.) They don't take the particle a (just as indirect questions in English have no question mark). However, they may end in hã or mahã if they are emphatic.

Ebiɛ̀ be, nukata méva o?

He asked him why he hadn't come.

Mabiamì se be, atìkae mietso mahã?

I will ask you which tree you did cut down.

7.5 SPECIAL KINDS OF QUESTIONS. Beginning a question with dèé is like starting with "Tell me..." "Say, now,..." or "Really,..." in English.

Ðee miva xoxo a?

Say, have you been here long?

Ðee Kɔku le dɔ léma?

Tell me, is Kɔku sick?

Ðee Kɔku le dɔ lém mahã?

Tell me, is Kɔku really sick?

Questions composed of just an if-clause (such as: What if... And if...) usually end in de.

Ne ga mele asinye o de?

And if I have no money?

Ne wóva xoxo de?

What if they already came?

Either-Or questions are expressed by means of lóo aló...a:

Mawɔe lóo aló nye mawɔe oa?

Shall I do it or not?

Nyeé lóo aló wóé a?

Is it I or you?

VOCABULARY

se	kpetsɔtsɔzã	ku tsi	dzifo
xoxo	atawui	ɖɔli	sinema
lé dɔ	yeye	tefe	kwasiɖa fe nuwuwume
avɔ	dukplɔla	Kristɔtowo	

7E.7 Substitution Drill. Replace the underlined words in the model with those provided.

Model: Ebia wó se be nuka wókpo le asime?

1. Kodzo/ameka
2. mì/ɖevika
3. wò/xɔ̃wò kae
4. mì/avɔ kae
5. nye kple Jeanne/ʊu ka

7E.8 Sentence Formation. Form questions using the following expressions:

A. 1. Ðèé _____ a?

2. Ðèé _____ a?

3. Ðèé _____ mahã?

B. 4. Ne _____ ɖe?

5. Ne _____ o ɖe?

6. Ne _____ ɖe?

C. 7. _____ loo alo _____?

8. _____ loo alo _____ hã?

9. _____ loo alo _____ mahã?

7E.9 Activities.

A. Take turns with other members of the class telling what you will do tomorrow (or over the weekend, or after training). Then see if you can remember what each has said and repeat it using 3rd person pronouns or proper nouns.

B. Play "market", taking turns being buyer and seller and using the future in such expressions as:

Say, do you want to buy some soap?
I'll take another.
She needs to buy some tomatoes.
Will you buy something or are you just strolling through?

C. Describe a need or desire and have your classmates tell you where you will go to have it taken care of. For example:

Ele nam be maƒle afokpa.
Aƒle afɔkpa nyuie ɖe le SGGG fiaseme.

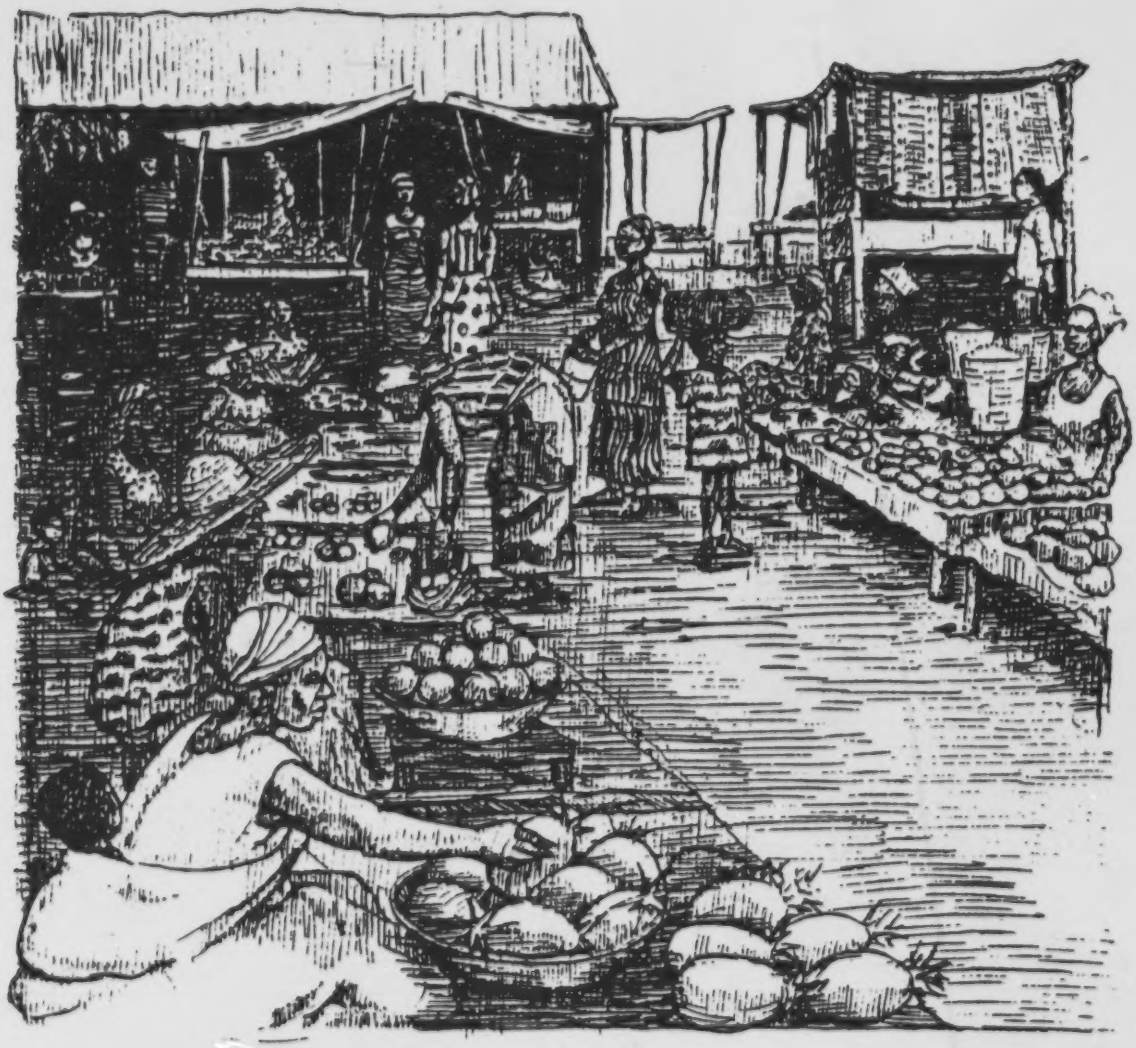
7E.10 Written Summary Exercises. (Answers on page 166.)

A. Sentence Formation Exercise. Create sentences with the words provided, using the Future Tense or the proper form of the subjunctive.

1. Christian/ku/ʊu/mì/yi/Anie.
2. Anexɔtɔwo/ɖu/kpetsɔtsɔzã/le/yleti/si gbɔna/me.
3. E/di/be/mì/yi/a?
4. E/le/na/Carol/be/ƒle/atawui/yeye.
5. Mì/kpɔ/mɔ/be/tsi/me/dza/o.
6. Dukplɔla/yo/tefenɔlawo/katã/wó/ƒo ƒu.
7. Dɔ/nɔviwo/be/ku/tsi/nam.
8. ðu/wò/la/me/zɔ/nyuie/o.
9. Nɔvinye/di/be/é/ɖɔli/tefe/nam.
10. Kristotɔwo/xɔe/se/be/wó/yi/dziƒo.

B Translation Exercise. Write out the following sentences in Ewe.

1. This weekend we will play soccer.
2. Will you go or will you stay?
3. We will ask him which book he bought.
4. What if it rains?
5. When will we be able to take a vacation?
6. The young man will ask the young woman if they can go out.
7. In truth now, are we going to the cinema tonight?
8. Will you prefer to eat fufu?
9. Do you teach Math or build schoolhouses?
10. They will have to ask their supervisor who will be able to go.



LESSON EIGHT

To Be -- To Have -- Postpositions -- Prepositions

8.1 NYE. Ewe has two verbs for 'to be'. One is nye, which expresses a condition or state of being:

Nufiala menye.	I'm a teacher.
Enye amegã.	He's an important person.
Etsɔ anye asigbe.	Tomorrow will be market day.
Amesia enye xɔlɔ̃nyè.	This is my good friend.

Nye may be shortened to é and added to a noun or adjective to form a simple statement:

Enyeé.	Xɔlɔ̃nyèé.
It is I.	That's my friend.

8.2 LE. The second form of 'to be' is le, which is generally used to indicate the location of something or of someone. (It is therefore called a locative verb.)

Ðeviwo le afe me.	The children are at home.
Kaɖigbe le kplɔ̃a dzi.	The lamp is on the table.
Kɔdzo le Tsevie.	Kodzo is in Tsevie.

Le may also mean 'to live' in the sense of 'to reside at.'

Mele dzifoxɔ me.	I live in the two-story house.
Wóle gakpo gódò.	They live beyond the tracks.

Le has two other principle uses. The first is to indicate the presence or existence of something or someone. (In this case, and in the next, you will sometimes find it in the form li. This is merely a variation caused by pronunciation changes.)

Zikpui le.	A chair exists. (Please sit down.)
Agbana meli o.	There is no credit. (Cash only.)
Mawuli.	God exists. (God is with us.)
Amewo sugbɔ le.	There are a lot of people (here).

The second use of le is in greetings.

Elia?	Are you there? (Are you well?)
ɛ̃, meli.	Yes, I am.
Ðeviwó?	And the children?
Wóli.	They are well.

NOTE

nɔ is the past form of le:

Menɔ Chicago le nye ɖevime.
I lived in Chicago during my childhood.

nɔ is also the future form of le:

Manɔ Akepe.
I will be living in Akepe.

Both forms may also be used in complex tenses (see Lesson 16).

8.2 TO HAVE. Ewe doesn't use a verb for 'to possess something' or 'to experience something.' Instead, it uses idiomatic expressions.

Agbaĩ̃ eve le asinye.	Two books are in my hand. (I have two books.)
Ega le ɳunye.	I have some money on me.
Dɔwɔwɔ sia ɖe fu nam.	I had some trouble doing this work.
Xɔ meli namí o.	There is no house for us. (We have no house.)

Other expressions which commonly use 'to be' or 'to have' in English, such as 'to be red,' 'to be hungry,' 'to have a headache,' are also replaced in Ewe by idioms or by other structures.

Ati lolɔ̀.	The tree is big.
Ati lolɔ̀é.	This is a big tree.
Do le wunyem.	I am hungry.
Eta le duwom a?	Do you have a headache?

Refer to Lesson 15 - Impersonal Verbs, for a more complete discussion of such equivalencies between English and Ewe.

8.3 POSTPOSITIONS. What we know in English as prepositions (in, on, under, ...) are usually derived from nouns in Ewe, and some come after their object. They are consequently called postpositions.*

me in	abɔme in the garden
dzi on (top)	kplɔ̃ dzi on the table
te, gɔme under (underside)	atigã gɔme under the big tree
xa beside (side)	Ele nu xa. He is beside it.
ŋgɔ in front of, across from (front)	posu ŋgɔ in front of the post office
mègbé behind (backside)	émègbé behind him, behind it
gódò beyond	gakpo gódò beyond the tracks
ŋuti to, with, about, for, on, at	le kplɔ̃ ŋuti at the table

*As observed earlier, the postpositions are sometimes attached, sometimes not.

Postpositions are often (but not exclusively) used with or preceded by le:

Ele kplɔ̃ dzi.	It is on the table.
Ewɔ dɔ le kplɔ̃ dzi.	He works on (top of) the table.
Ewɔ dɔ le kplɔ̃ ŋuti.	He works on (repairs) the table.
Eyɔm le ŋdi. Eyɔm ŋdi me.	She called me in the morning.

Sometimes they are not used at all (where they are used in English). This often happens with names of important places (school, stadium,...) and with proper names of towns:

Ðeviwo le suku.	The children are in school.
Etɔnye le Tsevie.	My father is in Tsevie.

Sometimes they are used to make vocabulary distinctions:

Ele afe.	She is at her village.
Ele afeme.	She is in her house. She is at home.

VOCABULARY

ɖe fu na ame	ko
gaŋkui	lɔri
ʋuto	sigâ
wɔtsi	geɖe

8E.1 Substitution Drill. Substitute the word given in the appropriate place in the model sentence.

Model: Kofi nye xotula.

1.	nufiala	6.	Wòe
2.	Me	7.	xɔlɔ̃nye
3.	Etsɛ ƒe nɔvi	8.	E
4.	Atsu	9.	Kofi
5.	amegã	10.	xɔtula

8E.2 Matching. Form sentences by choosing the first part from the left column and the second from the right.

I	II
Agblenu le	kplɔ̃a dzi.
Tɔnye le	aƒeme.
Mele	Tabligbo.
Sossa kple Daniel le	sukuxɔ me.
Agbalɛ̃wò le	bɔlƒoƒe.

8E.3 Transformation Drill. Change the following sentences from the past tense to the present or from the present to the future.

Examples: Enɔ Game. > Ele Game.
Ele kplɔ̃ dzi. > Anɔ kplɔ̃ dzi.

1. Ele afeme.
2. Kɔdzo nɔ aba dzi.
3. Wòle uuto.
4. Sukuviwo nɔ sukuxɔ me.
5. Ðevi le fefem.
6. Menɔ nu srɔ̃m.
7. Enɔ gbɔ nye.
8. Ele Kofi gbɔ.

8E.4 Sentence Formation Exercise. Create sentences expressing the idea 'to have' by using ____ le ____(a)si and the following words.

Example: agbalɛ̃ eve/Kɔdzo > Agbalɛ̃ eve le Kɔdzo si.

1. awu yeye/mìa
2. watsi nyuie/wò
3. afɔkpa/bɔlʃolawo
4. ega vie ko/e
5. enyi eve/agbledela
6. lɔri sugbɔ/El-Hadji
7. siga geɖe/mìa
8. agble keke/etɔnye

8E.5 Manipulation.

A. Bring a box to class. Use a pencil, placing it at different spots in relation to the box and then describe its position with le and one of the postpositions given below.

Example: Nuɳlɔti le aɖaka me.

1. dzi
2. gɔme
3. xa
4. ɳgɔ
5. mègbè
6. xa

B. Repeat the same exercise using a table or desk instead of a box.

C. Repeat both versions of the exercise, adding possessives such as Joe's pencil, Tagba's book, and other objects (a shoe, a hat, glasses,...).

D. Bring pictures to class and use le ... postposition to describe where various objects/persons are in the pictures in relation to other objects/persons.

8.5 PREPOSITIONS. There are several sorts of prepositional structures in Ewe:

nā- (to give), meaning 'for, to':

Medze biya nawɔ̀.	I bought a beer for you.

kple, which is the preposition 'with' and the conjunction 'and':

Woxɔm kple dzidzɔ.	They received me with joy.
Nye kple mi, mìazɔ.	You and I will go together. We will all go together.

(Note that na + é = nɛ and kple + é = kplíi.)

tó (and similar words) which may be used as verbs (but not conjugated) or as prepositions (with or without an accompanying preposition).

tɔ́	to pass, pass by, pass through
Wɔ̀tɔ́ gbɔnye.	They came by my place.
Wɔdu edzi tó kalɛ́ me.	They beat him through courage.
tsó	to come from, originate
Akpɔe tsó afima.	You'll see him come from over there.

ɖe is a special case since it is often used where it seems we should use either le or nothing at all. (It is hard to give ɖe a specific translation, since it may mean 'towards,' 'to,' or 'about.')

Eyi ɖe afima.	He went there. (in that direction)
Wofɔ̀ fú ɖe afima.	They assembled there.
Dovi ɖo ta ɖe kɔ̃dzi.	Dovi headed to(wards) the hospital.
Wɔ́gblɔ nya baɖa ɖe mìaŋuti.	They said bad things about us.

Note that ɖe changes to ɖo at the end of a sentence:

Afima wɔ́ ɖo ta ɖo.	There is where they headed. (They went thatta' way.)
Nusiatae wɔ́foe ɖo.	This is why they hit him.

VOCABULARY		
ɖikokoe va ɖo	tsitre kpui	ŋutifafa posu

8E.6 Substitution Drill. Replace the underlined word in the model sentences with those given below.

Model A: Wodze biya nawò. Model B: Egblɔ nya ɖikokoe nɛ.

1. mì
2. Kɔmlã
3. e
4. nye kple Akɔsiwa
5. amesiame
6. ɖeviwo
7. mì
8. Akoete kple Akoele
9. m
10. ametsitsia

8E.7 Completion Exercise. Say the following sentences, filling in the blank space with either tó or tsó.

1. Wó _____ gbɔnye
2. Etsɔ, enɔnye _____ kõdzi.
3. ŋutsu la _____ Badou.
4. Me _____ suku hafi meva ɖo.
5. Adzoa ma _____ exɔlõ gbɔ o.
6. Mìa _____ asime yi bɔlfofe.
7. E _____ Nɔtse le Atakpame mɔ dzi.
8. Mima _____ Kofi fe afeme egbe oa?

8E.8 Expansion Drill. Insert the preposition ɖe in the following sentences at the proper place.

1. Eyi afima.
2. Leo gblɔ nya vivi ŋutinye.
3. ŋustɔ gã tsitre amekpui xa.
4. Nusiatae wǒhe to nɛ.
5. Fofonye wɔ dɔ kplɔ̃a ŋuti.
6. Kɛ̃dzi wòɖo ta.

8E.9 Activities.

A. Take the class outside. Practice identifying things (That's a ____.) and then telling where they are located (It's ____.), or where a passerby might be going (She's headed for ____.).

B. Practice describing things people own.

For example: Susie has pretty dresses.
The President has a big car.

C. Name commonly known places or landmarks in your town and use postpositions to describe where they are located in relation to other places, buildings, etc.

8E.10 Written Summary Exercises. (Answers on page 166.)

A. Translation Exercise.

1. This person is my Ewe teacher.
2. I don't have any African clothes.
3. You will go through Tove on the way to Kpalime.
4. There is peace on earth.
5. A wide field is a very good thing.
6. They talked about the beer.
7. Koku lives behind the post office.
8. The team headed for the playing field beside the school.
9. That is why we came.
10. He is a funny man.

LESSON NINE

The Conditional -- Partitives

9.1 THE CONDITIONAL. In English, we begin a conditional clause with "if" and we frequently end it with a rising intonation indicating that something is to follow: If I go to the movies,... In Ewe, ne takes the place of "if" and lá carries the function of the rising intonation:

Ne wóxe fe nam lá ...	If they pay me ...
Ne míadu Tsevie dzi lá,	If we beat Tsevie ...

Note that the conditional clauses always come before the main clause in Ewe, and that lá may sometimes be reduced to -á.

Ne èwɔ kabaá, míadzo.	If you hurry, we'll leave.

(See Lesson 15 for other constructions that take lá.)

NOTE

Other forms of ne that you may come across are:

nénye (ne + énye)	if it is
nénye be	if it is the case that; in case

Although they are given slightly different meanings here, they are often used interchangeably to mean the same thing.

9.2 THE UNREAL CONDITIONAL. Imagine you want to talk about what you would have done if something had occurred, but it didn't. Or assume that your English sentence starts with:

If it were the case that...
If it had been the case that...
If there were(n't)...
If it weren't for...

These are considered structures in the unreal conditional. An Ewe sentence of this kind will begin with dèè introducing the "if" clause and ne introducing the main clause.

Dèè mìezɔ kaba lá, ne mìeɖo Lome ŋkekeme.

If we had walked (travelled) fast, (then) we would have reached Lome in the daytime.

Dèè etsi medza o lá, ne mieƒo bɔl.

If it weren't for the rain, you could play soccer.

VOCABULARY

ahanoʃe	kaba	ɖi tsa
ziɖeka	ŋkekeme	vɔ
zu	ɖo	srɔ̃
kesinɔtɔ	azi	kesinɔnu nenema

9E.1 Substitution Drill. Substitute the subject nouns/pronouns given for those in the model sentence.

Model: Ne Pat srɔ̃ evegbe nyuie la, anɔ Togo didi ɖe.

1. me
2. è
3. Amerikatɔwo
4. nye kple srɔ̃nye
5. mì
6. mìa ʃe xɔlɔ̃
7. wo kple nɔviwò
8. Kinatɔwo

9E.2 Spontaneous Pattern Practice. Form three or four sentences with each of the phrases given.

1. Ne kesinɔnuwo le asinye la, _____
2. Ne ɛbli metsi nyuie o la, _____
3. Esi wòxe ʃe nami la, _____

9E.3 Spontaneous Pattern Practice. Form sentences in the unreal conditional, beginning with the phrases provided.

1. Dèè mele Amerika la, _____
2. Dèè "essence" mexɔ asi nenewa o la, _____
3. Dèè etsi medza o la, _____

9.3 Partitives. (Pronouns and adjectives of quantity) and the structures they are used with, are as follows:

ɖeka, ɖe	one	
aɖe	any	
katã	all	
me ɖeke...o	none, no one, not a single	
ameve,...kple...	both	
bú, búbù, búbùa ɖe	another	
búbù ɖewo	others	
geɖè, sugbɔ, ŋutɔ, fũu	many	(Note that sɔgbo is a variation of sugbɔ.)
sugbɔ, ŋutɔ, fũu	much	
vie, ʋee	a few	
...me sugbɔ o	(few)	
vie, ʋee	a little	
akpá	part	
akpágãtɔ	most	
blibo	(a, the) whole	
ɖekaɖeka, ɖeka alo eve	a couple, several	
naɖe, nane, ŋɖe	something	
naneke...o	nothing	
-sia-	every	
ɖesiaɖe	each (and every)	
ákpá	too much	

Note that -sia- placed between a doubled noun gives us "every":

Etó mɔsiamɔ.	He tried every way.
Nye maƒle nusianu o.	I won't buy everything.

9E.4 Manipulation. Bring a number of objects to class and place them on a table to create a vendor's stand as in a market. Take turns being buyer and seller, asking and answering such questions as:

1. Azi sugbɔ le a?
2. Wo sugbɔ a?
3. Afle wókatã?
4. Afle nane a?
5. Afle búbùa ɖe a?
6. Mìaxɔ aɖaka blibo a?

9E.5 Sentence Formation. Form sentences combining the words provided.

Examples: Etó/mɔ/-sia- Etó mɔsiamɔ.
Nye/fle/agbalẽ/ɖeke Nye mefle agbalẽ ɖeke o.

1. Wóɖi tsa/du/-sia-/me
2. Medo/afɔkpa/-sia-/o
3. Ðevi/do/afɔkpa/ɖeke
4. Kɔsi/gblɔ/nya/ɖeke
5. Mì/fu ɖu/gbe/-sia-
6. Mì/dze/aha/ɖeke

9E.6 Activities.

A. Start a chain of sentences and see how long you can keep it up. Use the openers below:

If I go to __X__ I will __Y__.
If you __Y__ you will __Z__.
etc.

B. Fantasize with various sums of money.

If I had ten dollars, I would _____.
If I had a hundred dollars, I would _____.
etc.

C. Use a variety of small objects (pencils, tacks, cigarettes, matches, etc.) and practice making statements using partitives. For example:

You have all the cigarettes but no matches.
I have all the matches.
He has both the ash trays.
etc.

D. Throw the dice and practice both conditionals and partitives. For example:

If you had another three you would have six.

9E.7 Written Summary Exercises. (Answers on page 167.)

A. Completion Exercise. Recopy and complete the following sentences.

1. Ne ame sugbɔ le atigã gɔme la, _____
2. Ne Abla kple Adzo, wó ameve va la, _____
3. _____ mateŋu axɔ akpagãtɔ.
4. Ne ɖevi sia medzra nu blibo o la, _____
5. Ne mìanɔ Togo ɖe didi la, _____
6. _____ ŋutsu ɖesiaɖe ateŋu aƒle enyiwo.
7. Ne bɔlƒola bubu aɖewo meva o la, _____
8. Ðee tɔwò lɔ̃ nu nawò la, _____
9. Ðee mìkpɔ avu si va fi elã la, _____
10. _____ eka ɖe eme kaba.

B. Translation Exercise. Give the Ewe equivalents of the following sentences.

1. If we go to Sokode, we'll learn Tem.
2. If you drive too fast, I'm getting out at once.
3. If she were to buy everything, her money would run out.
4. If Charlie tells a long story, his teacher goes to sleep.
5. If everyone brought drinks, we could have a party.
6. If it weren't for Etienne, we'd never learn French.
7. If I take even one, there won't be any left.
8. If they didn't talk too much, we could study a little.
9. If there isn't much meat, the guest gets the most.
10. Had Simon come on time, we would have scored many points.

FACE TO FACE

LESSON TEN

Adjectives -- Indirect Objects -- The Iterative

10.1 ADJECTIVES. There are several ways to create modifiers in Ewe. One is with simple adjectives:

ati kɔkɔ	the tall tree
sukukɔkɔ	the university
ze gã	the big (gest) pot
xevi nyuie	the fine (beautiful) bird

Adjectives immediately follow the noun they modify; anything else must come after the adjective.

Aʋakɔ́ sesẽ siawo la,...	These mighty armies,...

Thus the plural marker is added onto the adjective and not onto the noun.

adido lolɔ̀wɔ́	the wide baobabs

A second way is to add an agentive marker to a noun or participle to make it a modifier:

kuvia	laziness
kuviatɔ	a lazy man
nunyanya	knowledge, intelligence
ɖevi nunyala	a bright child

A third way is to use verbs which state a condition or quality in and of themselves.

kɔ	to be tall, high
Atia kɔ ŋutɔ!	That's a really tall tree!
lolɔ̀	to be large
Egbɔ sia lolɔ̀.	This is a big goat.
didì	to be long
Nya sia didì lóo!	Boy, is that a long story!

10.2 INDIRECT OBJECTS. An indirect object is generally indicated by its place in the sentence. Most often it is preceded by the verb na (to give) serving as the preposition "to" or "for":

Madɔ biya nawò a?	Shall I order a beer for you?

However, Ewe main verbs don't always take a preposition whenever English ones do, and vice-versa.

Maɖe nɔviwo fiam oa?	Won't you introduce your brother/ sister to me?
Exɛ fe nawò a?	Did he pay you?

In the infrequent cases where na appears as the main verb, the word order may change:

Ena ga lam.	He gave me the money.
Nam edze.	Give me the salt.
Ena woanya be...	He let them know that...

10.1 THE ITERATIVE expresses the re-occurrence or repetition of an action: something is, was, or will be done again. To form it, simply insert ga between the subject pronoun and the verb.

Egayi Vogã.	She went to Vogã again.
Wógale agbalẽ ɳlɔm.	They're writing letters again.
Mìagadó gò.	We'll meet again. (See you later.)

When used with the verbs le or nɔ, the iterative may indicate that something is still happening.

Egale aba dzi.	He's still in bed.
Mìganɔ Lome.	We were still in Lome.
Wogale dɔ wɔm.	They're still working.
Megali o.	He's no longer there. There's none left.

VOCABULARY

kɔkɔ	dulawo	mawunyagbɔgblɔ
sẽŋu	dzilawo	kalẽ
fɔflɔ	adelawo	agbà
tsralẽ	da ade	legbe
fiafitɔ	ameha	beblì
amebletɔ	dufia	yibɔ
bia ame	osɔfo	akatsa
hadzila	ahiavi	dze ame gbɔ
gbesela	ɖe foto	baɖa
gbeme	fo	

10E.1 Manipulation. Bring to class a number of objects, or pictures of objects and persons, of differing shapes, sizes, colors, etc. Take turns pointing to an object or a person and describing them beginning with: Esia enye _____ (This is a _____) and ending with an adjective from the list below.

Examples: Esia enye ati kɔkɔ.
Esia enye ame lolò.

1. kɔkɔ
2. sẽŋu
3. kpekpe
4. lolò
5. fò
6. kpui
7. keke
8. tsralẽ
9. nyuie
10. didì

10E.2 Sentence Formation. Repeat the preceding exercise, but immediately after saying each sentence, transform it into an exclamation as shown in the examples below.

Examples: Esia enye ati kɔkɔ. Atia kɔ ŋutɔ!
Esia enye ame lolò . Amea lolò ŋutɔ!

10E.3 Sentence Formation. Use the following adjectives to describe objects or persons that everyone will recognize. Base your sentences on the structure:

$\{^{\text{Name}}_{\text{Noun}}$ enye (noun) Adjective.

1. kuviatɔ
2. nunyala
3. gãtɔ
4. nuŋlɔla
5. fiafitɔ
6. amebletɔ, ameblela
7. hadzila
8. asitsala
9. nuɖala
10. nuɖula

10E.4 Substitution Drill. Substitute the words given below for the indirect object underlined in the model sentence and translate each new sentence as you do so.

Model: Dufia gblɔ nya vevie aɖe nam.

1. Kɔdzo
2. eƒe gbesela
3. mì
4. dulawo katã
5. wò
6. nye kple wò
7. mì
8. mìaƒe sukuviwo
9. dzilawo
10. Atsu
11. esrɔ̃
12. adelawo
13. ameha gã ɖe
14. mì
15. m

Repeat the same exercise using the following model:

Osɔfo va ɖe esrɔ̃ yeyea fiam.

10E.5 Spontaneous Pattern Practice. Give orders to other members of the class following the example below and have them describe what they have done using pronouns instead.

Examples: Lee, tsɔ bɔl na Kit kple Kɔdzo.
Metsɔe nawò .

Vary this exercise by having others describe what the actor or actors have done.

10E.6 Substitution Drill. Replace the subject noun or pronoun in the model sentence with those given below.

Model: Ruth gayi Vogã.

1. é
2. Bɔlfoha
3. Mì
4. Nufialawo
5. è
6. nye kple ahiavinye
7. wó
8. mì
9. dɔyɔla
10. Ruth

Repeat the same exercise using this new model instead:

Ruth gale foto ɖem. (Ruth is having her picture taken again/still.)

10E.7 Transformation Drill. Change each of the following sentences to the iterative and translate it.

1. Ele tsi lém.
2. Rose dzi ha nyuie.
3. Mìfle ete suɛ ɖe.
4. Ðevi sugbɔ le nu fom.
5. Elã nɔ gbeme.
6. Zikpuiwo bɔ le sukuxɔme.
7. Kristi gblɔe kaba ákpá.
8. Mínɔ agbalẽ xlɛ̃m.
9. Wóle nu tam.
10. Ele tsiléfe.

10E.8 Activities.

A. Take the class outside and have them "paint" a verbal picture of a particular area or scene. Then sketch the scene, labeling objects, persons, etc.

B. Scrambled Sentences. Write out a long Ewe sentence using indirect objects and the iterative construction for verbs. Then cut all of the words apart and shuffle them. Trade with your classmates and try to reconstruct each other's sentences.

C. Play the "I see something red" game, taking turns being leader and those asking questions to find out what it is.

10E.9 Written Summary Exercises. (Answers on page 167.)

A. Rewrite Exercises. Rewrite the following sentences, changing the adjective to its opposite. Remember to use the negative where necessary.

1. Maƒle koklo lolo sia.
2. Osɔfo ƒe mawunyagbɔgblɔ didi ŋutɔ.
3. Nutsu kalẽtɔma wù futɔ subgɔ.
4. Agbà kpekpeé.
5. Atakpame ƒe mɔ keke.
6. Kukunye le suɛ ɖe.
7. Medo awu legbe.
8. Kofi nye ŋutsuvi beblì.
9. Zeyibɔ meé akatsa ɣe dona go tsó.
10. Wo be: ame nyuie dzena ame nyuie gbɔ.

B. Translation Exercise. Translate the following sentences into Ewe.

1. He has to repeat (say) his words every time.
2. The farmers are still working their fields.
3. Won't you introduce your spouse to us again?
4. I asked him if Assahoun defeated Keve again.
5. Will Tagba cook for us again today?
6. Kofi and Kɔmlã are still enemies.
7. We won't see you all again next week.
8. Is she eating too many oranges again?
9. When I left, they were still singing songs.
10. If I finish my work, I will still stay in Togo.

LESSON ELEVEN

The Imperative -- Prepositions & Adverbs of Manner and Time

11.1 THE IMPERATIVE. The imperative in Ewe has several forms. The simple imperative expresses a suggestion, an invitation, a wish or a polite request. It is formed as in English: by beginning the sentence with the verb (or the verb group).

Nam edze.	(Please) pass the salt.*
Miyi dzi.	Keep going.
Gagblɔe ɖɔɖɔɖɔ.	Say that again very slowly.

Note that only the plural subject pronouns are used in the imperative.

The Jussive is stronger, like a command, an order, etc. It is formed by placing nà or nè in front of the verb.

Nàyi.	Go!
Nèyi. Nàyi.	He is to go! (He will go.)
Nènɔ anyi.	Leave it here. Let it be.

However, you may find exceptions where a strong command does not use na or ne, such as:

Ðo to.	Shut up!
Nɔ anyi kpóo la!	Cool it! Behave!
Bú le afima!	Beat it! (also: You're full of it!)

---

*"Please" may also, of course, be expressed by Meɖe kúkú...

The Cohortative expresses a suggestion or invitation in which the speaker includes his or herself. The imperative of na or va is placed before the main verb and subject pronoun, and may take a plural marker itself:

Na mìayi.	Let's go.
Na mìayi.	(said to one person)
Mina miyi.	Let's go.
Mina mìayi.	(said to more than one person)
Va mìdzo.	Come on, let's get going. (Let's leave.)

The Prohibitive is the negative imperative. ga is inserted between the negative marker me and the verb.

Megayi o.	Don't go.
Megavɔ̃ o.	Don't be afraid. Don't worry.
Mimegawɔ kuvia o lóo!	Don't you dare be lazy!

Note that if two verbs are used together to make one command, the first is usually in the simple imperative and the second in the jussive.

Yi nagblɔe nɛ.	Go tell him.
Ðo to nase nya nyuie.	Listen carefully.
Gblɔe ɖɔɖɔɖɔ ne masee keɳ.	Say it slowly so I can understand it all.

VOCABULARY

veviedodo	abɔ	wu nu
bubutɔ	dɔ age	wù
bɔbɔ	fɔ nake	do gbe ɖa
dɔmeveve	keŋ	bia hlõ
dzo kpo	azã	do vivitì
akɔɖu	ɖu azã	ɣedzedze
fli	ga etɔ̃	kplɔ
vlu	kplɔ	tɔsisi
klɔ	edze	lé be na ame

11E.1 Sentence Formation Exercise. Form simple imperative sentences with the following verbs, and objects using either "you" (sg.) or "you" (plural).

Example: Na/m/edze. Nam edze. (Minam edze.)

1. Yɔ/Kofi/nam.
2. Zɔ/kaba/wu.
3. Xɔ/agbalɛ̃wo/nam.
4. Lɔ̃/mì.
5. Ðu/nu/bliboa.
6. Tsitre/ziɖeka.
7. Wɔ/dɔ/vevie.
8. Srɔ̃/nu/nyuie.
9. Gblɔ/nyama/gbe bɔbɔe.
10. Fɔ̃/gaáde.
11. ƒo/bɔl/sesẽ ɖe.
12. Klɔ/ɐsiwo/hafi.
13. Tutu/nuɳlɔkpe/namì.
14. Tsɔ/etsi/vɛ.
15. Na/m/edze.

11E.2 Transformation Drill. Repeat the preceding exercise, transforming each sentence into the jussive imperative by adding ná or nè.

Example: Nénam edze.

11E.3 Transformation Drill. Change all of the above sentences into the cohortative imperative by adding Na and mì (you/you-pl.)or mì (we) to the verb stem.

11E.4 Sentence Formation Exercise. Create sentences from the following groups of words. Be sure to use the simple imperative for the first verb and the jussive for the second.

Example: Zɔ/kaba/mí/ɖe/Lome/egbe Zɔ kaba ne míaɖe Lome egbe.

1. Dzo kpó/è/gbɛ/akɔɖu/nam
2. Na/m/matchesi/me/si/kaɖigbe
3. Ga/ɖo/flia/dzi/mìa/ƒo/bɔl
4. Yi/a/gblɔ/nya/nɛ.
5. Ga/vlɔ abɔ/è/dɔ/age/nyuie.
6. Fɔ/nake/mí/ɖo/dzo/gã ɖe.
7. Srɔ̃/eʋegbe/nyuie/mì/zu/Togotɔ/ken
8. Da/nu/vivi/mí/ɖu/azã

11E.5 Transformation Drill. Change the following sentences to the prohibitive form of the imperative.

Example: Miwɔ kuvia. > Mìmegawɔ kuvia o.

1. ƒo nu ƒo le sukuxɔme.
2. Mide agble gbesiagbe.
3. Yɔ nɔviwo neva kpɔm.
4. Miva ga etɔ̃ me.
5. Ne wóyi asime.
6. ƒle timati sugbɔ.
7. Mixɔ agbalẽ le esi.
8. Kplɔ xɔsiaxɔ me nam.

11.2 PREPOSITIONS AND ADVERBS OF MANNER. Sentences describing the manner in which something was done come in several styles:

A. Using simple adverbs:

Wózɔ sagasaga.	They walked crookedly. (staggered)
Ewu nu kaba.	He finished quickly.
Lée sesẽ ɖe.	Hold on to it tightly.

B. Using kple:

Ewɔe kple dzidzɔ.	He did it with joy (joyfully).
Ewɔ dɔ kple veviedodo.	He worked assiduously.

C. Adding -e or tòe to adjectives to form adverbs:

Wodo gbe bubutɔe.	They greeted respectfully.
Mifo nu fo gbe bɔbɔe.	Please talk softly.

D. Using prepositional constructions:

Efu ɖu le vɔvɔ̃me.	He ran fearfully.
Ewui le dɔmeveve ta.	He killed it angrily.

There are a few other adverbs of manner worth noting:

ale	so
nenema	just so
sigbe	thus

NOTE

"So" or emphatic "that" are also expressed by: nenem(a), sigbe, or ale.

Esesẽ ale a?	Are you that strong?
Nukae ʋe nenema?	What smells so?

Two important adverbial expressions are:

ale gbegbe be... (so...that):

Eʃu ɖu ale gbegbe be nye mateŋu alee o.
He ran so fast that I couldn't catch him.

and: abe alesi...ené (as if):

Eʃu ɖu abe alesi kpovitɔwo dze eyɔme ené.
He ran as if the police were following him.

11.3 PREPOSITIONS AND ADVERBS OF TIME. The principle prepositions and adverbs are as follows:

mègbé	after
émègbé	afterwards, after that
hafi	before, earlier?
do ŋgɔ na	before (in front of)
haɖe	yet, already
kpɔ	ever
ziɖeka	at once, immediately
enumake	immediately thereafter
tete	suddenly
vaseɖe (esime)	until
esi	when, as, by the time
ɣesiaɣi	always, every time
gbeɖe (o)	never
tsó...yi...	from...to...

Note that mègbé and ŋgɔ can be used with a participle,

Dɔwɔwɔ mègbé lá, míaɖu azã̀. After work(ing), we'll celebrate.
Ðoŋgɔ na mɔdzedze lá,... Before hitting the road...

whereas hafi can only be used with regular sentence structures.

Wú nu hafi nadzo.	Finish before leaving.
Mewɔe hafi meva.	I did it before coming.

Sometimes Ewe uses idiomatic expressions for English adverbs of time:

Etsi mègbé.	You're late. ("You stayed behind.")
Wódo ŋgɔ yesiayi.	They're always early.

11E.6 Matching. Form sentences by choosing an adverb or adverbial expression from the right-hand list and joining it to an appropriate phrase from the left-hand one.

I	II
Wózɔ	sagasaga.
Ewu nu	sesẽ ɖe.
Nɔvinye xɔm	bubutɔe.
Nyɔnuwo ku tsi	kple dzidzɔ.
Mìle ha dzim	ɖɔɖɔɖɔ.
Avakɔ wù futɔ	kple veviedodo.
Ðeviwo ƒo bɔl	kaba.
Mìdo gbe ɖa	le hlõbabia me.

11E.7 Completion Exercise. Complete the following sentences by filling in the blanks. Translate each one as you do it.

1. Efu ɖu alegbegbe be _____.
2. Nyawò do viviti alegbegbe be _____.
3. Edze le detsi me alegbegbe be _____.
4. Wózɔ abe alesi _____ ené.
5. Nutsu kple nyɔnuwo dzi hã abe alesi _____ ené.
6. Eku ɖu abe alesi _____ ené.

11E.8 Translation Exercise. Translate the following sentences orally from Ewe to English or vice-versa.

1. Mìadzo le nuɖuɖu mègbé.
2. Na makpɔ gasɔ hafi woaƒlee.
3. Nye maɖe Zaire gbeɖe o.
4. Mìsrɔ̃ nu vaseɖe esime nufiala ava.
5. Ama medɔ age haɖe o.
6. Esi ɣe dze la, mefɔ vɔ.
7. Do it at once!
8. The children haven't eaten yet.
9. Has he ever been to France?
10. No, not ever.
11. I put glasses on before reading.
12. Always say "please" and "thank you."

11E.9 Action Chain. Practice telling or inviting your classmates to do various things. They, in response, can describe what they are doing or have just done. When you've developed a certain proficiency at giving basic commands, try some involving a third person, such as "Tell her to..." or "Ask them if..."

11E.10 Activities.

A. Have everyone in the class write at least two commands in each of the imperative forms (except the Prohibitive) on separate slips of paper. Put all the slips in a hat or in a box and take turns drawing and acting out the command. See if the rest of the class can guess what it says to do.

B. Write each of the prepositions and adverbs of time on a flash card. Divide the class into two teams and have the teacher direct a sentence formation contest using the cards, in the style of a spelling bee. (Include time limits if the game seems to go too slowly.)

C. Put all the nouns, verbs and adjectives you can think of on cards with the English equivalent on the back. Use these for games such as a translation bee, a sentence formation contest, an antonym hunt, and so on.

11E.11 Written Summary Exercises. (Answers on page 162).

A. Sentence Formation Exercise. Write out complete sentences using the words provided in Exercise 11E.4.

B. Translation Exercise. Give written translations for the following:

1. Jump, so you can catch the ball.
2. Don't line up over there.
3. Lead the oxen to the river so they can drink.
4. Take care of my brother so he won't cry.
5. Don't talk when the teacher is talking.
6. Thou shalt not seek revenge for another's deed.
7. Let's all score a lot of points so we can win.
8. Don't leave before tomorrow morning.
9. Let's buy her something nice.
10. Everyone listen up!

LESSON TWELVE

Comparison

12.1 THE COMPARATIVE OF SUPERIORITY. Placing the verb wú (to surpass) after an adjective or adverb is the equivalent of adding "-er" or "-ier" in English.

Agu tó kɔ wú Malfakasa tó.

Mt. Agou is higher than the Malfakasa.

Efu du wú mìadometɔwo katã.

He runs faster than any of us.

Tɔmenyi kple afenyi, kae lolò wû?

Between a hippo and a steer, which is larger?

Sometimes wú can be used without an object:

Eya nyo wú.

This one is better.

Ðeviwo lɔ̃ gali wú.

Children prefer gari.

The structure fo ... ta (to hit on the head, surpass) shows comparison, but is used more for abstract things and ideas than for concrete ones.

Efo mìa ta le nunya me.

He is wiser than we are.

Wofo tanye.

They outdid me.

12.2 THE SUPERLATIVE is expressed:

A. by means of wú:

Elolò wú wò katã.

He is bigger than all of them. He is the biggest.

B. by fo...ta:

Efo wó katã ta.
She is the greatest of them all.

C. by adding tɔ̀:

Wó katã le suɛ, gake tɔ̀nye énye suɛtɔ̀.
They are all small, but mine is the true small one (the smallest).

D. by an adjective all by itself:

Aku énye gã le nɔviawo dome.
Aku is the biggest among all his brothers.

Afíba énye xoxoa.
Afiba is the elder. (or the eldest)

12.3 EQUALITY or similarity is expressed in one of two ways:

A. by de...nu (to reach the level of)

Agblewɔ̀ ade tɔ̀nye nu.
Your field is equal to mine.

Efe ŋusẽ de tɔ̀nye nu.
His strength equals mine. He is as strong as I am.

B. by ábe...ene (or sígbe...ené) "as...as":

Agblewɔ̀ lolɔ̀ ábe tɔ̀nye ené.
Your field is as large as mine.

12.4 INFERIORITY may be shown with an adjective or adverb, plus wú:

Anyidi le suɛ wú afi.
An ant is smaller than a mouse.

or by negating a comparison of equality:

Gale mesesẽ ábe Agbovi ené o.
Gale isn't as strong as Agbovi. (is weaker than)

Eʋeawó ƒe xɔwó mekɔ dea yevuxɔ nu o.
Ewe people's houses aren't as high as Europeans'.

VOCABULARY

dze ɖekadze	laklẽ	ze
dze tugbui	dadi	vudo
xaxa	wɔadã	tre
do ŋɔdzi	atɔtɔ	glɔ̃
bu ame	ŋuti	ke
akpetɛshi	bɔ	kpe
deha	atadi	simiti
dzãta	sabala	

12E.1 Manipulation. Have different people stand in front of the class in pairs and make comparative statements using the adjectives and expressions given below.

Example: Charlie kɔkɔ wu Hélène.

1.	kɔkɔ	5.	xaxa	9.	bu ame
2.	tsralẽ	6.	do ŋɔdzi	10.	ʃo nu ʃo
3.	ɖze ɖekadze	7.	ɖikokoe	11.	sẽŋu
4.	dze tugbui	8.	kpui	12.	ʃu du

12E.2 Sentence Formation. Repeat the same exercise asking each other questions about classmates (or other people) to find out who is bigger, stronger, etc.

12E.3 Sentence Formation. Form superlative questions with the following groups of words and answer them as in the model:

Model: biya, akpetɛshi/deha/sesẽ >
Biya, akpetɛshi/kpakple deha, aha kae sesẽ wǔ?

1. dzãta, laklẽ, dadi/wɔadã

2. Togo, Benin, Gambie/suɛ

3. akɔdu, ŋuti, atɔtɔ/vivi

4. Amerikatɔwo, Kinatɔwo, Fransewo/bɔ.

5. Anexɔmɔ, Kpalimemɔ, Blittamɔ/didi

6. atadi, edze, sabala/ve

7. ze, vudo, tre/goglo

8. ke, kpe, simiti/kpe

12E.4 Transformation Drill. Repeat the preceding exercise but respond to the questions using the form of the following example.

Example: Wokatã enye sesẽ, gake akpetɛshi enye sesẽtɔ̀.

12E.5 Sentence Formation Exercise. Think of two teams, persons, objects, etc. which are similar. Name them and then make a statement describing their similarity in size, character, color, distance, etc.

Example: Brésil kple Amerika >
Brésil didi abe Amerika ené.
Toyota ʊu kple Datsun ʊu >
Toyota ʊu xɔ asi abe Datsun ʊu ené.

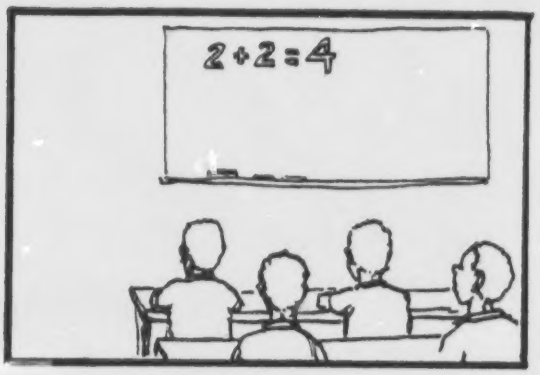
12E.6 Sentence Formation Exercise. Repeat the above exercise, but describe dissimilarity or make comparisons of inferiority.

12E.7 Activities.

A. Sentence Formation. Place a number of small objects in a bag or box. Take turns drawing out two of them at random. Compare the two using adjectives, verbal expressions or sentence.

B. Repeat the above activity, this time drawing three objects and making sentences using the superlative.

C. Ask other members of the class to compare members of their family. For example, "Does your father cook better than your mother?" "Who is the strongest?" etc.



12E.8 Written Summary Exercises. (Answers on page 169).

A. Sentence Formation. Use the adjectives and verbs provided to create sentences comparing two objects, persons, or places.

1. suɛ
2. bebli
3. fò
4. keke
5. kpe
6. tsralɛ̃
7. ƒu du
8. ɖikokoe
9. vivi
10. didi

B. Translation Exercise. Give the Ewe equivalents of the following sentences.

1. Lome is the biggest city in Togo.
2. The Volta is longer than the Zio.
3. Cheryl is prettier than Ann.
4. A bag of cement is heavier than ten bricks (kpe).
5. Arnauld knows more than all of us.
6. That sauce is really the best.
7. Some Americans learn Ewe better than Togolese.
8. I like bananas better than oranges.
9. Between her mother and her sisters, Afi cooks the best.
10. El-Hadji is the richest man in the village.

LESSON THIRTEEN

Demonstratives -- Relatives

13.1 DEMONSTRATIVE ADJECTIVES. Ewe uses si (or sia) and ma for English "this" and "that."

Afisia enyo.	This place is good. (This is a good place.)
Bɔlfofema medze nunye kura o.	That stadium doesn't suit me at all.

These forms take the plural marker just as nouns, adjectives, and articles do:

Edzesi nyɔnuvi mawó a?	Do you know those girls?

An alternate form of má is kemé, as in:

Bɔl kemé enye tɔ̀nye.	That ball is mine.

13.2 DEMONSTRATIVE PRONOUNS may be based on their corresponding adjectives:

esia	this one
ema, ekema	that one

or they may be formed with the particles ya or ye, especially when one wants to show a contradiction or opposition.

Nye ya, nye megblɔ naneke o.

I, on the other hand (however), didn't say a word.

Menye nyeé wɔe o; Sesi ye wɔe.

It's Sesi that did it, not I.

13.3 RELATIVE PRONOUNS. si also serves as the relative pronoun which, that, or whom.

Nye menya amesi mekpɔ tututu o.

I don't know exactly which person I saw. (whom I saw)

Xɔ̃nye, si ŋu mefo nu le nawò la dze dɔ.

The friend I told you about got sick.

Note that if the relative clause comes first in the sentence, it ends in la.

Xɔ si tum mele la, mevɔ haqe o.

The house that I'm building isn't finished yet.

The plural marker is added to the relative pronoun rather than to the main noun.

Mahe to na sukuvi siwo ƒoa nu ákpá.

I'll punish those students who talk too much.

Nye mekpɔ nusiwo dim mele la o.

I didn't find what I am (was) looking for.

When joined to certain nouns, si helps form other relative pronouns:

amesi	who, whom
afisi	where
nusi	what, that, which
gbesigbe	when, the day that
ɣemaɣi	when, the time that
etc.	
Gbesigbe makú lá,...	When I die... On the day that I die...

VOCABULARY

dze ame nu	dze dɔ	atamaze
dzesi	ahadzeʃe	ɖo keteke
tututu	yɔ	ʃe

13E.1 Manipulation Exercise. Place a number of small items such as pencils, notebooks, cups, etc. in a box or bag. Pass out one to each member of the class. Take turns asking and answering the question:

Amekatɔ enye sia / ma _____?

Whose is this / that _____?

13E.2 Expansion Drill. Repeat the same exercise using several similar objects together and the plural forms -siawo and -mawo to refer to them.

13E.3 Manipulation Exercise. Bring a dozen or so pictures to class. Refer to objects, persons, etc. in the photographs using demonstrative adjectives (singular and plural) and compare them to some in real life that everyone can recognize.

Example: Bɔlʃola sia medɔ age wu Tom ɔ.

13E.4 Replacement Drill. Repeat Exercise 13E.1 using the demonstrative pronouns esia, eya, ema, and ekema in place of the name of the object plus sia or ma.

13E.5 Sentence Formation. Add -si to the following to form relative pronouns and use each to form a sentence with the verb in parentheses.

Example: nu (kpɔ) > nusi > Nye mekpɔ nusi dim mele la o.

1. afi (yi)
2. ame (yɔ)
3. ale (wɔ dɔ)
4. ame (ɖe)
5. nu (ƒle)
6. afi (dze)
7. ale (tu xɔ)
8. ame (ku ʋusia)
9. nu (kpɔ)

13E.6 Completion Exercise. Complete the following sentences.

1. Nye meɖe nyɔnu si _____
2. Wódro kotoku si _____
3. Ðevisia gbã̀ atukpa si _____
4. Ken kple Bobo le xɔ si _____
5. Ahadzeƒe si _____
6. Sukuvi si wohe to na _____
7. _____ ʋu si le dzodzom la me.
8. Ametsitsi si yɔ atamaze la _____
9. _____ xɔ ga si le esinye keŋ.
10. Keteke si maɖo la _____
11. Ggbesigbe mía ƒé aƒetɔ ava la _____
12. ƒe si me wodzim la _____

13E.7 Activities.

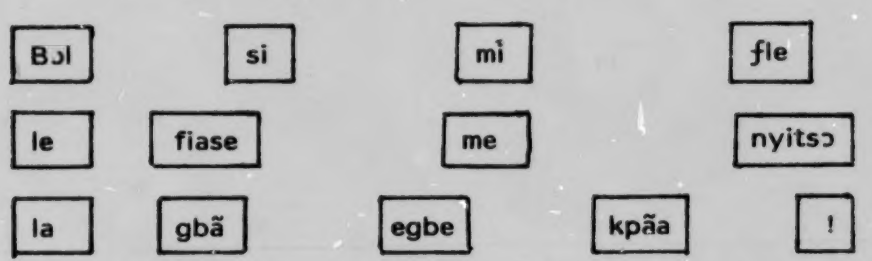
A. Take turns presenting various members of the class to the others. Use phrases such as: This man is my friend. He is the person who ____

B. Have a "walk-around" class. Take turns making statements or asking questions about objects, persons, and places you encounter. For example: Is that stone a good one?

C. Each person in the class should select a picture from the Communication and Culture Handbook and describe it using as many demonstratives and relatives and possible. The winner gets a bottle of BB.

13E.8 Written Summary Exercises.

A. Scrambled Sentences. Write out a fairly long sentence in Ewe using demonstratives and relatives. Then cut the words apart, shuffle them and trade with your classmates. See how quickly you can reassemble the words in their proper order. For example:



B. Sentence Formation. Write ten sentences referring to and qualifying various persons or objects.

Example:

The shoes that I bought today are too big.
The blacksmith we saw was working hard.

LESSON FOURTEEN

The Intentional -- Ordering Verbs and Objects

14.1 THE INTENTIONAL expresses someone's intentions. It indicates something that is about to happen or what someone is about to do, is going to do, or has decided to do. The formation of the intentional is similar to that of the progressive (Lesson 4) except that ge is the second particle instead of -m.

Mìle nu ɖum.	We're eating.
Mìle nu ɖu ge.	We're about to eat. (We're going to eat.)
Ele kablegbe srɔ̃ ge. Ie ʃe si gbɔna me.	She's going to study Kabiye in the coming year.
Wóle tsi no ge.	They're going to have a drink of water.
Wole dzodzo ge.*	They're going to leave.

As we observed briefly in Lesson 6, forming questions in the intentional can involve changes in word order.

Mele naɖe wɔ ge.	I'm about to do something.
Nuka wɔ ge nele?	What are you about to do?
Azãkae ɖu ge mìle?	Which holiday are we going to celebrate?

The intentional can also be combined with the iterative.

Megale yiyi ge.	I'm going to go again.

and may employ auxiliaries other than le.

Wova tsi no ge.	They came to drink water.

---

*Go back to Lesson 5, if necessary, to review reduplication.

NOTE

The points covered in this section are essentially for fine tuning. Knowing them is not crucial to making yourself understood, but it will reflect the fact that you have made an extra special effort.

14.2 ORDERING VERBS AND OBJECTS. The verb ɖo to (to obey) is already composed of a verb ɖo (to direct) and an object to (ear). Adding another object (to obey someone) may require some special thought about where it should be placed. The simple tenses pose little difficulty.

Aorist: Meɖo to ametsitsia.
I obey the elder.

Future: Maɖo to nɔnye.
I will obey my mother.

Iterative: Megaɖo to nufiala.
I obey the teacher again.

The complex tenses aren't much of a problem, either.

Progressive: Mele to ɖom dadanye.
I obey my big sister.

Intentional: Mele to ɖo ge afetɔnye.
I'm going to obey my boss.

But what if the second object is a pronoun? Let's examine xlɔ̃ nu ame (to advise, warn someone):

Aorist (likewise, Future & Iterative):

Exlɔ̃ num. He warns me.
nuwò.
nuì.
nu mí.
nu mì.
nu wó.

No problem; and only a few minor changes are necessary with the complex tenses:

Progressive:	Intentional:
Ele nu xlɔ̃m.	Ele nu xlɔ̃ gem.
Ele nu xlɔ̃m wɔ̀.	Ele nu xlɔ̃ ge wɔ̀.
xlɔ̃mee.	gee.
xlɔ̃ mí.	ge mí.
xlɔ̃ mì.	ge mì.
xlɔ̃m wɔ́.	ge wɔ́.

For some verbs, when the object is a pronoun, it goes in the middle:

Efiam mɔ̀.	He shows me the way.
Efiae mɔ̀.	He shows her the way.
Afiam asì.	She will point me out.
Wole mìa fia ge.	They're going to teach us.
Mele agbledɔ fia mì.	I'm teaching you agriculture.
Mele efia mì.	I'm teaching it to you.
Míle egblɔ ge.	We're about to say it.

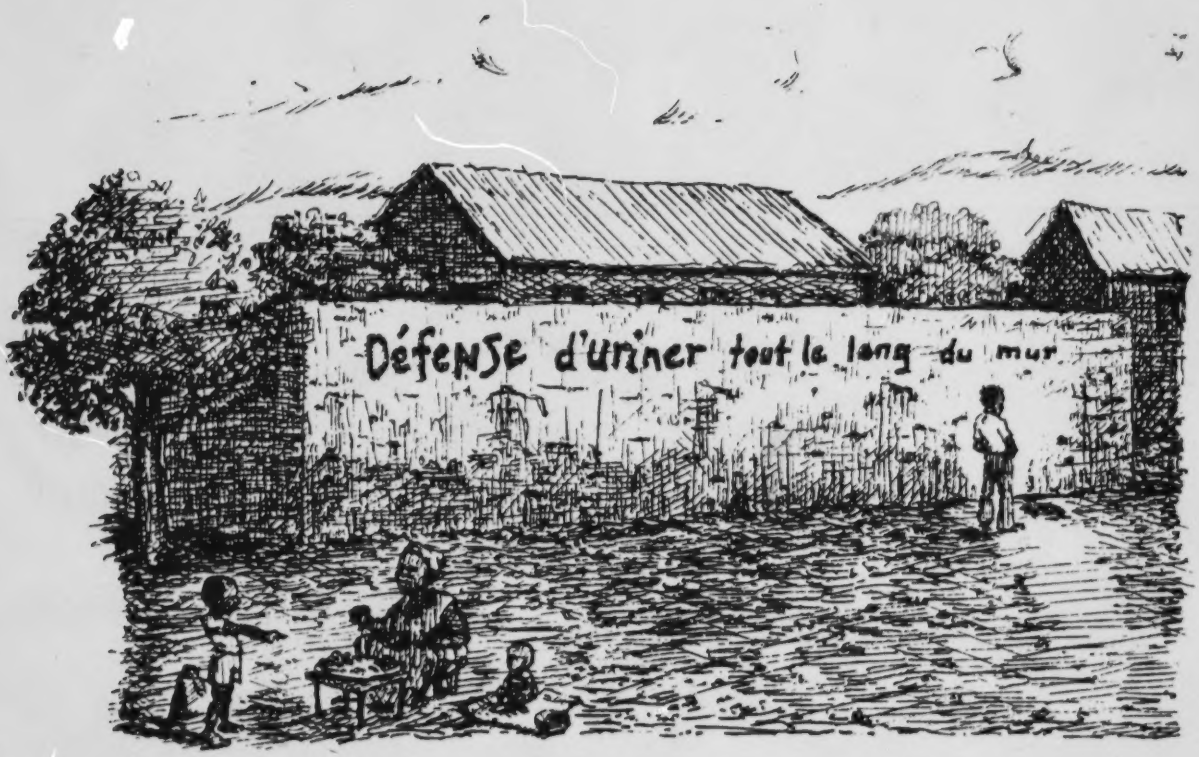
Another kind of verb is made up of two verbs, for example bia nya se (to ask "and hear" about something).

Mabia nya la se.	I'll ask about that business.
Mele nya la biam se.	I'm asking about that business.
Mele ebiam se.	I'm asking about it.
Mele nya la bia ge ase.	I'm going to ask about that problem.

Note that in the intentional, the second part of the verb is so far away from the subject that another pronoun/tense marker is added as if for support. Don't worry, this is always a-, no matter what the subject is.

The last type we will examine requires that both parts carry tense markers (except in the aorist and the imperative): ɖe nya fia ame (to introduce, show something to someone):

Meɖe nya fia ame ɖe.	I presented the problem to someone.
Ðe nu fiae.	Show it to him.
Maɖe nya afia ame.	I will introduce the problem.
Mele nya ɖe ge afia mì.	I'm about to present the problem to you.



VOCABULARY

adzale	tutu
ƒo detsi	ƒu tsi
tsɔ naɖe ke ame	aƒuta
ɖu kpɔ	ɣetrɔ
fia asi	ɖɔ ɖɔ

14E.1 Substitution Drill. Replace the underlined subject noun or pronoun in the model sentences with the words given below.

Model: Mìle nu ɖu ge. Model B: Kofi le nya gblɔ ge.

1. Kɔdzo kple Ama
2. wó
3. me
4. Suzanne
5. è
6. wó
7. ɖevisia
8. tɔnye
9. ametsitsia
10. me

14E.2 Question-Answer Drill. Repeat the preceding exercise, adding a to each sentence to make it a question and then provide the appropriate answer. (Remember that a question beginning "Am I..." requires a "Yes, you are..." response.)

Example: Mìle nu ɖu ge a? ξ, mìle nu ɖu ge.

14E.3 Sentence Formation Exercise. Form questions in the intentional using the groups of words provided.

Example: nuka/wɔ/ne > Nuka wɔ ge nele?

1. adzalekae/ƒle/mì
2. afìka/zɔ/wó
3. ahakae/no/wò
4. afɔkpakae/ɖo/me
5. detsi kae/ƒo/mì
6. ameka/yɔ/ne

14E.4 Question-Answer Drill. Repeat the preceding exercise and provide answers to the questions. (Hint: Add an adjective to modify the object noun in your answer.)

14E.5 Replacement Drill. Replace the object noun in each of the following sentences with a pronoun.

Example: Medo to ametsitia. > Medo toe.

1. Mefia nu deviawo.
2. Wɔ̀xlɔ̃ nu futɔwo
3. Ebia nu dukɔwo
4. Mibia nu Kɔdzo
5. Efia nu nɔvinyewo
6. Mì̀xlɔ̃ nu sukuviawo
7. Ebia nu Alice
8. Medo to wo kple Tom
9. Efia nu ŋkunɔwo
10. Wodo to nufialawo

14E.6 Transformation Drill. Change all of the sentences of the above exercise into the present progressive. Then repeat the preceding drill with the new sentences.

14E.7 Replacement Drill. Replace the object in each of the following sentences with a pronoun.

Example: Mele nya la biam se. > Mele ebiam se.

1. Akuvi kplɔ nyiwo yi agble.
2. Akuvi le nyiwo kplɔm le agble yim.
3. Tsɔ kukua vɛ.
4. Wole ʊukula dɔ ge adɔ.
5. Menɔ srɔ̃nye dem fiami.
6. Mawu le vodadasia tsɔ ge kem.
7. Kuku le gawuwo dum kpɔ.
8. Kofi le deviwo yɔm.

14E.8 Activities.

A. Bring a number of pictures of people to class. Take turns imagining what they are about to do. Make sentences describing their intentions. Ask each other questions about what their intentions might be.

B. Scrambled Sentences. Write out a long Ewe sentence in the intentional on a piece of paper. Cut all the words apart and shuffle them. Exchange with your neighbors and see if you can reconstruct theirs.

C. Now that this lesson is almost over, state your intentions for the next hour. Then state your intentions for the next day, week and month.

14E.9 Written Summary Exercises. (Answers on page 169 & 170.)

A. Sentence Formation. Form sentences in the intentional using the following verbs and adverbial phrases.

Example: ƒle/fiaseme > Mele nu ƒle ge le fiaseme.

1. kplɔ/ŋdime
2. dzi ha/sɔleme
3. ƒu tsi/aƒuta
4. ɖu/egbe fiɛ̃
5. no/ziɖeka
6. tsi dza/ɣetrɔme
7. ŋlɔ/aƒeme
8. ɖu ɣe/kwasiɖa ƒe nuwuwu me.
9. yi/azã megbe
10. dze ade/ave me

B. Translation Exercise.

1. I'm going to buy this hoe.
2. Lama-Kara is going to beat Sokode.
3. They're going to forgive her.
4. Atsu is going to get his books again.
5. He's never going to say that again.
6. We came to warn them before they left.
7. Those girls came to play records again.
8. Who's going to get married?
9. The teacher is going to erase the blackboard.
10. Aren't you going to keep quiet?

LESSON FIFTEEN

Conjunctions -- Impersonal Verbs

15.1 CONJUNCTIONS. There are two kinds of conjunctions: co-ordinate and subordinate. The first type of co-ordinate conjunction is used for joining words:

kple - nye kple wɔ̃
you and I

Mafle atama kple matchesi.
I'll buy tobacco and matches.

Note that kple changes to kpakple either at the end of a list or for emphasis:

Mafle agbalɛ̃, agba kpakple kɔpo.

aló- Yawa aló Akua.
Yawa or Akua.

Yawa aló Akua nayi nake fɔfé.
Yawa or Akua must go get wood.

(As we noted earlier, in questions, lóo often precedes aló:

Ameka náyi, nyeé lóo aló nɔvinye?)

The second type of co-ordinate conjunction joins two independent sentences or clauses.

Ekpa ʊu nyuie eye wofoe ŋutɔ.
He makes drums and plays them very well.

Edo keteke eye mĭdo go le ʊuto.
She took the train and we met in the station.

Efu du gake meteŋu to ŋutinye o.
He ran but couldn't catch me.

Other co-ordinate conjunctions are: ke (but, however); vɔa (and yet).

Subordinate conjunctions join an independent clause and a dependent one. We have already seen two:

Ne èwɔ nusia kaba la,...	If you do this quickly,...
Esi mìagado go la,...	When we meet again,...

Some others are:

elabena	because
alebe	so that
tso (esime)	since (the time when)
vaseɖe (esime)	until (the time that)
ne...hã	even if
negbe...ko	unless
togbɔ be	even though, although
le...ta ɖe...ta } le...ŋuti ɖe...ŋuti	since, because of
eyata	for that reason
numata	(That is why...)

Note that clauses beginning with elabena never begin a sentence. Note, too, that subordinate clauses (those beginning with a subordinate conjunction) end in la whenever they begin a sentence:

Le tsidzadza ta la,...	Since it rained,... (Because)

Proverbs and adages often omit part or all of a conjunction:

Ha le babame hã eƒe asi le eŋu.

Ta menɔ anyi klo ɖɔa kuku o.

15.2 IMPERSONAL VERBS. There are impersonal verbs in Ewe which translate impersonal expressions in English.

Tsi le dzadza ge.	It's going to rain.
Avuvɔ le.	It's cold.
Eɖe fu nam be...	It bothers me that...

There are also what might be called "unipersonal" verbs in Ewe; that is, the person and number may change but the structure is always the same. We have already seen such expressions as:

Dɔ le ewum.	He is hungry.
Avuvɔ le ewɔm. (Avuvɔ le mia wom .)	He is cold. (You are cold.)

Now let's add some others:

Ele nam be...	It is necessary that I... I have to...
Ele nɛ be...	It is necessary that he...
Dɔ le ŋutinye.	I have work to do.
Dɔ le woŋuti.	They have work to do.

Some such verbs are idiomatic expressions for "to be" in English and must be conjugated:

Nye lãme gblẽ.	I'm sick.
Mìaƒe lãme agblẽ.	We'll get sick.
Wóƒe lãme mele kɔkɔm o.	They're not feeling well.

VOCABULARY

nakefɔ́fé	sukli	nɛ
kpa	dɔyɔla	nɛti
ʊuto	bokɔnɔ	gbe
to ame ɳuti	fia	kpe ta
ha	ɖo dze	mu aha
baba	sinema	dɔwɔfe
asi	sɔ	tsi
avuvɔ	nyigli	ɖɔli
ɖe fu na ame	dadi	do afɔkpa
nyinɔtsi	avu	tsikɔ

15E.1 Translation Exercise. Translate the following sentences orally from English to Ewe.

1. I'll buy cigarettes and matches.
2. Will you take milk or sugar?
3. You and I must study harder.
4. Are you buying this one or that one?
5. We must see a doctor, a diviner, and the chief.
6. Students and teachers are chatting.
7. They went to the movies with their friends.
8. You all must go with him.
9. She can ride a horse or an elephant.
10. I don't like cats or dogs.

15E.2 Integration Drill. Combine the two short sentences, using the conjunction given in parentheses, to make one long one.

Example: Meyi asime. Meƒle sabala. > Meyi asime eye meƒle sabala.

1. Woyi sɔleme. Wodo gbe ɖa. (eye)
2. Mìfo bɔl nyuie. Mìeɖu wo dzi o. (gake)
3. Lia nɛti. Gbe nɛ gãwo nam. (eye)
4. Ametsitsiwo kpe ta. Woɖo dze sugbɔ. (eye)
5. Kɔsi srɔ̃ nu. Mesrɔ̃ naneke o. (ke)
6. Eɖu nu nyuie. Emu aha hã. (vɔa)
7. Nyonuma yi dɔwɔƒe. Esrɔ̃ tsi aƒeme. (eye)
8. Ðɔli awu. Do afɔkpa hã. (eye)

15E.3 Integration Drill. See how many of the preceding pairs of sentences can be combined without using a conjunction at all.

15E.4 Completion Exercise. Complete the following sentences:

1. Wóva kpɔ dɔyɔla elabena _____
2. Togbɔ be ga mele miá si o la _____
3. Mele agble ŋlɔm tso _____
4. Nick tsɔ agba yeye vɛ alebe _____
5. Tsi dza. Eyatae _____
6. Mìaƒo bɔl vaseɖe _____
7. Negbe enyiwo wɔ dɔ nyuie la _____
8. Ne ena nɔ vífe hã la _____
9. Le eƒe dɔlélе ta la _____
10. _____ elabena nye mevo o.

15E.5 Translation Exercise. Translate orally all of the sentences you created in the preceding exercise.

15E.6 Replacement Drill. Replace either the pronoun or the impersonal verb construction in the model sentence with the ones provided below.

Model: Dɔ le ewum.

1. nye
2. Avuvɔ le ___
3. mì
4. wò
5. Tsikɔ le ___
6. e
7. wó
8. ___ lãme gblẽ.
9. mì
10. ɖevisia
11. ___ lãme mele kɔkɔm o.
12. nye
13. wò
14. Ele na ___ yi kɔ̃dzi.
15. e
16. mì
17. wo
18. Dɔ le ___
19. nye
20. e

15E.7 Chart Pattern Practice. Turn to the chart on page 153. Make statements about the pictures using as many different conjunctions as you can.

15E.8 Activities.

A. Put all of the conjunctions you've learned in this lesson on flash cards. Divide the class into two teams. Have your teacher draw a card alternately for each team, asking each team to form a sentence using the conjunction shown. (Like a spelling bee.)

B. Make the above game more challenging and more interesting by dividing the noun or verb flash cards you've already made into two piles. Have the teacher then draw from all three. For example, you will have to make a sentence based on a noun card, a conjunction card, and another noun card.

C. Have each person in the class make a statement about what they're going to do this weekend (during vacation, tomorrow, etc.). Then discuss their plans with them, asking questions such as: Why? When? For how long? Until when?

15E.9 Written Summary Exercises. (Answers on page 170.)

A. Completion. Recopy and make complete sentences from the following phrases:

1. Woyi sɔleme eye _____
2. Ablavi srɔ̃ nu vevie, ke _____
3. Mi̱afo nu ʃo vaseɖe esime _____
4. Meva kɔ̃dzi elabena _____
5. Eʃe nufiala dze dɔ. Voa _____
6. Ele na _____
7. Ne ametsitsiwo ɖo dze sugbɔ la _____
8. Togbɔ be èlé dɔa, _____
9. Woyi bokɔnɔ gbɔ le _____ ta.
10. Ha le babame elabena _____

B. Translation Exercise. Write out the Ewe translation of the sentences in Exercise 15E.1.

LESSON SIXTEEN

The Present Habitual -- Other Verb Tenses and Modes

16.1 THE PRESENT HABITUAL. This form of verbs represents actions which take place regularly or habitually. It is created by adding -na or its contracted form -a to the verb stem. (There is no rule for the na/a alternation.)

Wokuna tsi le vudo me.	They get water from the well.
Ðevima dea nu ameŋuti lóo!	That child is really rude!

The Habitual expresses what usually happens in given circumstances:

Ne da ɖu ame la, woɟua asi nu, wodoa aɟã eye amewo vana.

When someone is bitten by a snake, they cry for help and people come running.

You may well find that in spoken Ewe (just as in spoken English) many rules of usage are not strictly followed. This may at times seem frustrating to you as a language learner trying to master what you hope are a limited number of straightforward and consistent patterns. Be thankful, though, in knowing that one doesn't have to follow all the rules all of the time!

Thus, if you hear the present habitual used where it seems that the present progressive or simple present would be more appropriate:

Yawovi, afikɛ neyina?	Yawovi, where are you going?

take it in stride, respond accordingly, and go on your merry way:

Meyina gbɔme.	Someplace.

Likewise, the aorist might be used to characterize an action we would consider regular, habitual, or even past.

Ðeviwò de suku a?	Does your child go to school?
Dulawo ku tsi le tɔme.	The villagers get / got water at the river.

NOTE

The habitual necessarily replaces the progressive for the verb gbɔ (to arrive, to come):

Megbɔna	I'm coming. I'll be right with you.
kwasiɖa si gbɔna	next week, the coming week
etsɔ si gbɔna	tomorrow
Xɔ̃nyée si gbɔna.	That's my friend who's coming.

Note, too, that the verb va (to come) may be used in the aorist or the habitual but not in the progressive.

Eva.

He came. He comes. He is coming.

Evana gbɔnye gbesiagbe.

He comes to my place everyday.

16.2 OTHER VERBS AND MODES. Because of the liberties taken with the language--as mentioned above--you may rarely hear the past habitual or the past progressive used in speech. In written syle, at least, you can expect them to follow basically the same rules as in English.

Past Habitual

Menɔa agble yim gbesiagbe esi mídoa go.

We would meet everyday when I went / would go / would be going to the fields.

Wonɔa nu ƒom le atigã gɔme esi tsi dze dzadza gɔme.

They talked / would talk / would be talking under the big tree when it began to rain.

Past Progressive

Mɪ̀nɔ yiyim...	We were going...
Enɔ gbɔgblɔm be...	He was saying that...

Future Progressive

Manɔ ʊu ʃom...	I will be playing the drums...
Mɪ̀anɔ ha dzim...	We will be singing...

For information on the forms not presented here, consult one of the grammars listed in the bibliography (page 191).

VOCABULARY		
de nu ame ŋuti	azidetsi	de afɔ dzi
do aʄã	di	fomi̊zi̊
gbɔme	edziedzi	memleɖagbe
dze gɔme	nyi	gblẽ
nya awu	nyagã	

16E.1 Transformation Drill. Change the verbs in the following sentences to the present habitual.

1. Wole tsi kum ŋdime.
2. Nɔvinye nya awu nam.
3. Edaa le azidetsi ʄo ge.
4. Đevi sia gblẽ ŋutɔ!
5. Mi̊mesrɔ̃ nu sugbɔ o.
6. Osɔfo doa gbe ɖa gbesiagbe.
7. Kɔdzo le enyiwo kplɔm le agble yim.
8. Meyi suku.
9. Amesia le aha nom loo!
10. Eʄo nu le sukuxɔ me.
11. Asia di egbe ŋutɔ!
12. Womegblɔ nya edziedzi o.

16E.2 Translation Exercise. Translate orally all of the transformed sentences from the preceding exercise.

16E.3 Substitution Drill. Replace either the subject or the verb in the model sentence with those provided below:

Model: Menɔa agble dem.

1. Agbledelawo
2. de adze
3. Dovi
4. ƒo nu
5. fofonye
6. nyi koklo
7. edada
8. è
9. ƒo detsi
10. nudzrala
11. nyagã
12. de afɔ dzi
13. mì
14. me
15. de agble

16E.4 Transformation Drill. Repeat the above exercise, changing all the verbs to the future progressive.

Example: Manɔ agble dem.

16E.5 Translation Exercise. Translate the sentences in the last two exercises orally.

16E.6 Activities.

A. Make a list on the blackboard of things you do every day or week such as study, bathe, eat, wash clothes, etc. Using the habitual, take turns describing your habits or those of other people.

B. Take turns asking each other questions about characteristic behavior in certain situations. For example:

When it's cold, what do people do?

When a dog sees a cat, what happens?

C. Practice making sentences telling what you'll be doing at the same time tomorrow, next week, next month, next year, and what you were doing at this same time yesterday, last week, and so on. (If you don't know, make something up.) It's probably a good idea to start your sentences with expressions based on the following:

Le ɣeyiyi sia le _____ si gbɔna me la _____.
si vayi me la _____.

At this time next _____, _____.
last _____,

16E.7 Written Summary Exercises. (Answers on page 171.)

A. Rewrite Exercise. Rewrite the sentences given below, adding the habitual marker to each one. Make a note in parentheses next to each to remind yourself what the resulting verb tense is.

1. Wónɔ tsi kum.
2. Mìfo ʊu eye ɖeviwo ɖu ɣe.
3. Ðekadzewo le tsa ɖim.
4. Ametsitsiwo no akpetɛshi loo!
5. Vinyewo de suku le wo ƒe ɖevime.
6. Menyi koklo kpakple fɔmìzì.
7. Wonɔ nu ƒom le atigã gɔme esi tsi dza.
8. Nyɔnu sia ƒo detsi vivi loo!
9. Mìaƒe sukuviwo meƒo bɔl nyuie o.
10. Elã sugbɔ megblẽ detsi o.

B. Completion Exercise. Complete the following sentences:

1. Wógblɔna _____
2. Ametsitsiawo anɔ _____
3. Kɔku dzrana _____
4. Nye menɔ _____
5. Agbledela sia nɔ _____
6. Nyɔnuviwo dzina ha eye _____
7. Adzo anɔ _____
8. Mìa ƒe dzilawo lɔ̃na be _____
9. Memleɖagbe mìnɔ _____
10. Nyagã ma anɔ _____

DAPAON
Mango
Kante
LAMA-KARA
Bafilo
Bassar
SOKODE
Blitta
Badou
ATAKPAME
Notsé
KPALIME
Tabligbo
Tsévié
Anexo
LOME
TOGO

LESSON SEVENTEEN

Gender - Compound Nouns

17.1 GENDER. Except for different vocabulary words for family members and relatives (see Communication and Culture Handbook: Lessons 2, 3, and Special Lesson 14), there is generally no distinction made for gender in Ewe. If one really wishes to specify gender, there are two possibilities. For terms relating to people, ŋutsu or nyɔnu can be added:

nɔviŋutsu	brother
nɔvinyɔnu	sister
dɔlá̃ŋutsu	man-servant
dɔlá̃nyɔnu	maid
srɔ̃̃ŋutsu	husband
srɔ̃̃nyɔnu	wife

For animals and plants, tsu or no may be used:

koklotsu	rooster
koklonɔ	hen
alɛ̃̃tsu	ram
alɛ̃̃nɔ	ewe
aɖibatsu	male Papaya tree
aɖibanɔ	female Papaya tree

This second form is also sometimes applied to other things:

Amu	the Amu river
Amutsu	a branch of the Amu
ave	forest
avetsu	a virgin forest

17.2 COMPOUND NOUNS. Thanks to these forms Ewe can accomodate new words as the world progresses, without having to resort to too many borrowings.

At the simplest level, reduplicated verb stems provide us with participial nouns:

nuɖuɖu	eating, a meal
nuɖaɖa	cooking
dɔwɔwɔ	working, work
tohehe	punishment
ɣetoɖoɖo	sunset
nuhiãhiã	necessary things, basic equipment
ɖekawɔwɔ	unity, being one

Adding more nouns to such constructions, or to structures already based on nouns and verbs, allows even greater possibilities:

dɔwɔla	a worker
ɣetoɖoƒe	west
nuɳlɔtì	writing instrument
lãmesẽnyagbɔkpɔkpɔ	flesh-in-strong-business-about-seeing the business of seeing to strong flesh = health care
nuɖuɣi	eating time = mealtime
agbàdroƒé	load-put down-place = milestone kilometer, mile

As you may already have observed, the possibilities are endless. This is a great advantage to you as a student of Ewe since, assuming you understand the general context, you should be able to figure out any new word simply by breaking it down into its component parts and interpreting all the meaning together. You may even find this aspect of the language intriguing and fun!

One additional tool you should have for disassembling and building vocabulary words is ma, which is a negative marker equivalent to English "un-, in-, dis-, ir-, etc."

ɖevi maɖoto	a disobedient child
vevesese manyagblɔa	the ineffable feeling
Wova numaɖumaɖu.	They came hungry. They came without having eaten.

VOCABULARY		
hiã	tɔgãyɔvi	se veve
ɣe	kpakpaxe	xa
lãmesẽ	dro	aƒevi
agbà	fa avi	

17E.1 Expansion Drill. Give the masculine and feminine forms of each of the following nouns. Translate each into English and then use one of them to form a sentence.

1. gbɔ
2. nyi
3. tɔgãyɔvi
4. avu
5. kpakpa
6. koklo
7. dɔyɔla
8. sɔ
9. srɔ̃
10. aƒevi

17E.2 Expansion Exercise. Give at least two nouns that could be formed from the following verbs through reduplication. (You may need to use additional suffixes).

1. ƒo ga
2. ɖu ɣe
3. nɔ agbe
4. ƒo nu
5. ɖu dzi
6. ɖu nu
7. fa avi
8. ƒo ʊu
9. bia nu
10. ŋlɔ nu
11. nɔ anyi
12. kpɔ nu
13. se gɔme
14. kpe ta
15. se veve

17E.3 Sentence Formation. Use one noun from each pair you created above to form a sentence.

17E.4 Matching Exercise. Make appropriate combinations of the words in the columns to form compound nouns. Give the English equivalent of each one.

Example: mɔzɔtì - walking stick

nu	ŋlɔ	tì
atì	kpa	la
agbalɛ̃	ʃle	ʃé
ga	dzra ɖo	xɔ
nya	gblɔ	ɣi
aha	dze	tɔ
mɔ	fia	asi
agble	zɔ	nu

17E.5 Activities.

A. Write out a half dozen or so compound nouns on pieces of paper and then cut them into their component parts. Put all of your word-pieces into a hat. Take turns drawing three pieces each and seeing who can make a word with theirs. (Variations might be to work in pairs or to have everyone begin at the same time and have a race.)

B. Using the word segments you created in the preceding exercise, and adding to them if necessary, make up a sort of Ewe noun scrabble game. Give a player one point for successfully putting in a word. Invite your Ewe-speaking friends and other teachers to play, too. See if you can explain the game to them in Ewe! If you're really keen on this, take time to think about which word segments appear most frequently in compound nouns, add a few more of them to the pool, and then give the segments number values according to their frequency of use.

C. Look at the Ewe section of a newspaper and see how many of the compound words you can figure out on your own.

17E.6 Written Summary Exercises.

A. Sentence Formation. Write out complete sentences using either the masculine or the feminine form of each of the following nouns:

1. nɔvi
2. koklo
3. aḍibati
4. ave
5. tɔgãyɔvi
6. alɛ̃
7. srɔ̃
8. avu
9. nyi
10. sɔ

B. Translation Exercise. Give the Ewe equivalent of each of the following and then write a sentence incorporating it.

1. bell-ringer
2. meal time
3. dancing stick
4. cloth buying place
5. cattle herder (leader)
6. street sweeping broom
7. blackboard
8. brick carrier
9. pathfinder
10. bedroom

LESSON EIGHTEEN

Verb Serialization - The Passive Voice

18.1 VERB SERIALIZATION. In English we can express a series of actions by verbs in a list, separated by commas, and all conjugated alike:

a) He took a machete, cut off the branches, and chopped them into pieces.

b) She ran, jumped, hit a coconut, and it fell to the ground.

The verbs in these sentences may be said to be serialized.

In Ewe, serialization involves slightly different structures and has more uses. In sentence (a): the subject and object reappear (as pronouns) on the last verb instead of using "and":

Etsɔ eyi lã atiwo wòdzawo.

In (b) the object of one of the verbs (yevunɛ) becomes the subject of another (represented by a pronoun):

Efu ɖu, dzokpó, da kpe yevunɛ wòge.

(Note that and may be used: Elã atiwo eye wòdzawo. but this is not a very common usage.)

Certain verbs characteristically appear in a serial-like construction and repeat or add a pronoun or tense marker.

Meteŋu axɔ amedzrowo katã.	I can receive all the guests. (I am able to receive...)

This may also depend on the idiomatic nature of the verb:

kplɔ	to lead
kplɔ ame yi	to accompany someone
Mekplɔ wò yi asime.	I accompany you to market.
Makplɔ wò ayi asime.	I will accompany you to market.

Sometimes the same tense is repeated in a series of verbs:

Wòle agbawo tsɔm le yiyim.	They are going along carrying their loads.

Other idiomatic constructions, which we could translate with and, are composed of a series of verbs without repeating any subject pronouns or markers:

Etsɔ eyi wù ame.	He killed someone with a machete. (He took a machete and killed someone.)
Tsɔe dù.	Eat it. (Take it and eat.)
Tsɔ bɔl vɛ.	Bring the ball here. (Pick up the ball and...)
Eno tsi kù.	He drowned. (He drank water and died.)

Some adjectives and adverbs may be expressed through serial constructions:

Meƒle timati sugbɔ. Meƒle timati wòsugbɔ.	I bought a lot of tomatoes.
Míqu nu sugbɔ. Míqu nu wòsugbɔ.	We ate a lot. We ate a lot of things.
Egblɔ nya didì. Egblɔ nya wòdidì.	He told a long story. He talked for a long time.

18.2 THE PASSIVE VOICE, as we know it, doesn't really exist in Ewe for some expressions.

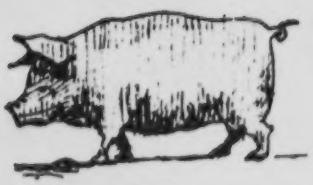
Zolo ɖu dzi.	Zolo won./The game was won by Zolo.
ßua ɖe va tui.	He was hit by a car./A car hit him.
Amesiame lɔ̃ wó.	They were loved by everyone.

Generally, however, a passive type of construction may be formed using normal sentence structures beginning with wó (one).

Wóɖuna fetridetsi ale.	Okra sauce is eaten like this. (One eats okra sauce like this.)
Wódzim Dzoɖa.	I was born on Monday.

Similarly, almost any transitive verb in Ewe can be translated by the passive voice in English.

Kinatɔwo ɖuna aglã?	Are crabs eaten by Chinese?
Simiti xɔna etsi a?	Is water absorbed by cement?
Wonɔ nye aha sesẽ atukpa bliboa nom.	All my liquor was being drunk up.



VOCABULARY

eyi	fetri	ete
lã	aglã	dzro
dza	fiafitɔ	ame yibɔ
amedzro	ti yome	bu ame
tu	kpovitɔ	dzu

18E.1 Reduction Drill. Omit eye from the following sentences, making any other changes necessary.

Model: Etsɔ eyi eye elã atiwo eye wòdza atiwo. > Etsɔ eyi lã atiwo wòdzawo.

1. Wófõ kaba eye wo klo ŋkume eye wowɔ afeme dɔ.
2. Medzu ŋutsua eye mefo ŋutsua eye mefu ŋutsua anyi.
3. Etè fu ɖu eye efo bɔl nyuie eye eɖo bɔl ɖe eɖo me.
4. Ablavi he tokpo eye wõyi ɖe tome eye eku tsi ɖe me.
5. Woe to gbonye eye èno aha eye aha vo.
6. Mìku ete eye mìyi asime eye mìdzra ete.

18E.2 Translation Exercise. Say the English translation for each of the transformed sentences from the preceding exercise.

18E.3 Sentence Formation Exercise. Form sentences beginning with the expressions given below.

1. Meteŋu _____
2. Mìmateŋu _____
3. Wódom be _____
4. Sukuviwo teŋu _____
5. Kplo amesia _____
6. Xo nu sia na _____
7. Enya be _____
8. Edzrom be _____
9. Edzodzi nam be _____
10. Wo biam be _____

18E.4 Translation Exercise. Translate the following sentences into Ewe.

1. The game was won by Sokode.
2. He was hit by a big man.
3. We were born on Tuesday.
4. The big drum is played like this.
5. The thief was chased by a policeman.
6. My car was driven too fast.
7. Bells were being rung.
8. Snakes are feared by many people.
9. Has this lesson been done?
10. Lots of diseases are cured by herbalists.
11. Is French spoken in your town?
12. Are blacks respected by Americans?

18E.5 Activities.

A. Have your teacher read a paragraph containing serial constructions to you several times. See how many of them you can pick out.

B. Carry out a variety of Operations (see Teacher's Handbook, page 25) and talk about them using the wo construction. Some suggestions:

How to operate a camera.

How to start a motor-bike.

How to set a watch.

How to dress a wound.

18E.6 Written Summary Exercises. (Answers on page 171.)

A. Sentence Formation. Write out the sentences you created in Exercise 18E.3.

B. Translation Exercise. Write out your Ewe translations of the sentences in Exercise 18E.4.

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MILLE FRANCS

LESSON NINETEEN

Indirect Speech - Reflexive and Reciprocal Pronouns

19.1 INDIRECT SPEECH. Normally, when reporting an action, event, or what a person said, one uses a verb such as gblɔ (to say, tell) and the conjunction be or bena (that).

Wogblɔ be mìmayi o.

They say (that) we won't go.

Ekpɔ be mienɔ to ɖom.

She saw (that) you were paying attention.

Just as in English we often drop the conjunction 'that' (especially with 'to say, to tell'), in Ewe the verb gblɔ is frequently replaced by the conjunction be:

Ebe mìagado go.

He said we would meet again.

Wóbe womeɔua fiasewo le kwasiɖagbe o.

They say the stores don't open on Sunday.

The special pronoun forms ye, yewo (see Lesson 7) are used after be, bena for the 3rd person singular and plural pronouns.

Egblɔ be yemayi o.

She said she won't go. (same person)

Wobe yewo megateŋu ƒle nu o.

They said they couldn't buy any more. (same people)

Another significant difference between English and Ewe is that the latter uses a negative construction with the verb 'to forbid; to refuse'.

Nufiala gbe be mmégaƒo bɔl o.

The teacher forbade us to play ball.

Dawò gbe be yemaɖe tɔme o.

Your sister refused to go to the river.

19.2 REFLEXIVE PRONOUNS are those formed with '-self, -selves' in English and with ɖokui in Ewe.

ɖókuinye	myself	mìaɖókui (wo)	ourselves
ɖókuiwɔ̀	yourself	mìaɖókui (wo)	yourselves
eɖókui	him, her, itself	wóɖókui (wo)	themselves

Wobɔbɔ woɖókui nɛ. They humbled themselves before him.

Elɔ̃ éɖókui wú nu. He's stuck up.
(He loves himself excessively.)

Note that the use of the word-final plural marker -wó is not obligatory and watch out for differences like these:

Nye ŋutɔ mawɔe. I'll do it by myself. (alone)

Mawɔe ɖókuinye. I'll do it myself. (instead of you)

19.3 RECIPROCAL PRONOUNS. These are represented in English by "each other", "one another", and used for such expressions as "among--selves". In Ewe, the plural pronouns are followed by -nɔewo.

mìanɔewo	among ourselves, each other
mìanɔewo	among yourselves, each other
wónɔewo	among themselves, each other
Mìkpe ɖe mìanɔewo ŋuti.	We help each other.
Mìlɔ̃ mìanɔewo.	Love one another.
Wole dzre wɔm kple wonɔewo.	They are bickering among themselves.

VOCABULARY

dzilawo	ŋku	dzre
le mɔkeke	aɖaba	tututu
ɖo ɖe ame megbe	kla ɖa	atadi
		dzra ɖo

19E.1 Substitution Drill. Replace the underlined word in the model sentence with the words given below.

Model A: Wogblɔ be mìmayi sinema o.

1. Kɔdzo
2. Nye dzilawo
3. Mì
4. Ðeviawo
5. E

Model B: Ekpɔ be mieno to ɖom.

6. Nufiala
7. Ablavi
8. mì
9. wo
10. mia ƒe aƒetɔ

Model C: Ebe mìaga do go.

11. wo
12. Atsu kple Akoele
13. mì
14. nye kple xɔ̃nye
15. deviwo

19E.2 Expansion Drill. Correct the following sentences by adding ye or yewo to them.

1. Egblɔ be maƒle avɔ sugbɔ o.
2. Nyiwo gbe be maŋlɔ agble o.
3. Bɔlƒoha ɖoe be woaɖu dzi.
4. Nufiala gbe be wo'megaƒo bɔl o.
5. Abla yɔ ɖeviwo be woaɖo to.
6. Wogblɔ be woadzo.
7. Kɔdzo medi be awo dɔ sia o.
8. Afi be ele mɔkeke.
9. Paul be èdzo le Atakpame.
10. Amedzro be dɔ le ye wum.

19E.3 Replacement Drill. Replace the underlined word in the model with the words given and make any changes necessary.

Model A: Wobɔbɔ woɖokui nɛ.

1. Mì
2. Sossa
3. Me
4. Mì
5. È

Model B: Medo taflatsɛ na ɖokuinye.

6. ɖokuiwò
7. mìaɖokui
8. eɖokui
9. mìaɖokui
10. wóɖokuiwo.

19E.4 Translation Exercise. Translate the following sentences into English.

1. Miɖo ɖe mianɔewo megbe.
2. Wolɔ̃ wonɔewo abe ŋku kple aɖaba ene.
3. Minɔ anyi ɖe mianɔewo gbɔ.
4. Wokla ɖa tso wonɔewo gbɔ.
5. Mi gblɔe le mianɔewo dome.
6. Nya sia nɔ wonɔewo dome.
7. Miga ƒo nu le mìanɔewo ŋuti o.
8. Dzre mega nɔ mìanɔewo dome o.

19E.5 Activities.

A. Role-Play "interpreter." One person (an AID official) says something in English. You (PCV) translate to Ewe for your teacher (a villager). Use indirect speech.

B. Play a game of ghosts. Have your teacher whisper an Ewe sentence to a class member. They will whisper it to another, who will pass the message on to a third. This third person will try to report accurately what was originally said, using indirect speech constructions such as "He said that..." or "She asked whether..."

C. Think of situations and ways in which Americans work together, help each other and so on. Describe them to your teacher and discuss co-operation and communal efforts in Togolese society.

19E.6 Written Summary Exercises. (Answers on page 172.)

A. Completion. Use each of the following expressions to begin two written sentences.

1. Womenya be _____
2. Kofi gblɔ be _____
3. Miese be _____
4. Dadanye gbe be _____
5. Ebe _____
6. Mìxɔe se be _____
7. Ðeviwo kpɔ be _____
8. Agbledelawo nya tututu be _____
9. Tɔwò melɔ̃ be _____
10. Ametsitsiawo be _____

B. Translation Exercise. Translate the following into Ewe.

1. He said he would do it himself.
2. I know that all children play well among themselves.
3. We asked them to excuse themselves.
4. Always help one another.
5. She says she can't eat any more pepper.
6. Are they too stuck up?
7. We agree to buy beers for ourselves.
8. You, alone, will prepare the sauce tonight.
9. Can you believe that this book is almost finished?
10. The players are preparing themselves for the game.

LESSON TWENTY

Interjections -- Key Expressions

20.1 INTERJECTIONS. The following are interjections which express an immediate impression or feeling. A rough equivalent will be given in English, but since the use of such expressions varies from person to person and from one situation to another, it is best to just make a mental note of what is appropriate when you hear them used in real conversation.

A. Expressions of delight, pleasure, pleased surprise, agreement:

èɛ́

yìo

áà

ɛhɛ̃̀ (Great! Wow! Fine!)

ahã̀

yòó

B. Expressions of physical pain:

aò

aì (Ouch! Ow!)

ádzaidzaidzai

C. Expressions of displeasure, anger, sorrow, painful surprise:

ã̌

tsó (What!? Oh no!)

ewée

D. Expressions of contempt, reproach, disapproval:

tsiã́	
kɔ̂	(Harrumph! Pooh! Bah!)
dzrɔ́	
adzé	

E. Expression of ridicule, derision:

ohɔ̀ɔ́	(Ha! Likely story!)

Note how many of these expressions can be repeated over and over in a continuous stream to show a particularly strong feeling. For example: Ao-ao-ao-ao-ao!

20.2 KEY EXPRESSIONS of use in special situations or at particular points in a conversation are as follows:

A. Affirmation and agreement:

ɛ̃	Yes
yɔ̀ɔ́	O.K.

Note that yɔ̀ɔ́ may be straightforward agreement, a response to a greeting or command, it may indicate tacit acceptance of an insult for the time being.

B. Negation and denial:

o	
ɔ́ɔ̀	No
áɔ̀	
o ɖé	
gbeɖe	Never!
ɖabí	No way!
gbeɖegbeɖe o	

C. Apology:

taflâtse meɖekuku	Excuse me.

Taflâtse is used in conversation when you are about to say something unpleasant, delicate or indecent, or about to interrupt someone.

D. Calling attention:

agoo agoo loo	Look out! Heads up!
kpɔ nyuie kpɔ nyuie loo	Take care!
Ðo to hê	Listen up!

Note that when calling a person by name, one often adds a long ée to the end of their name: Kofiée!

E. Condolence and sympathy:

Babâ ɖe.	Easy does it! Sorry to hear that.
Babâ nawò loo. (nami)	
Wòekpe loo. Mìwoekpe loo.	My condolences to you.

F. Encouragement:

Neyi edzi nawò.	Keep it up.
Woe le dɔ dzi.	Good work.

G. Greetings and adieus:

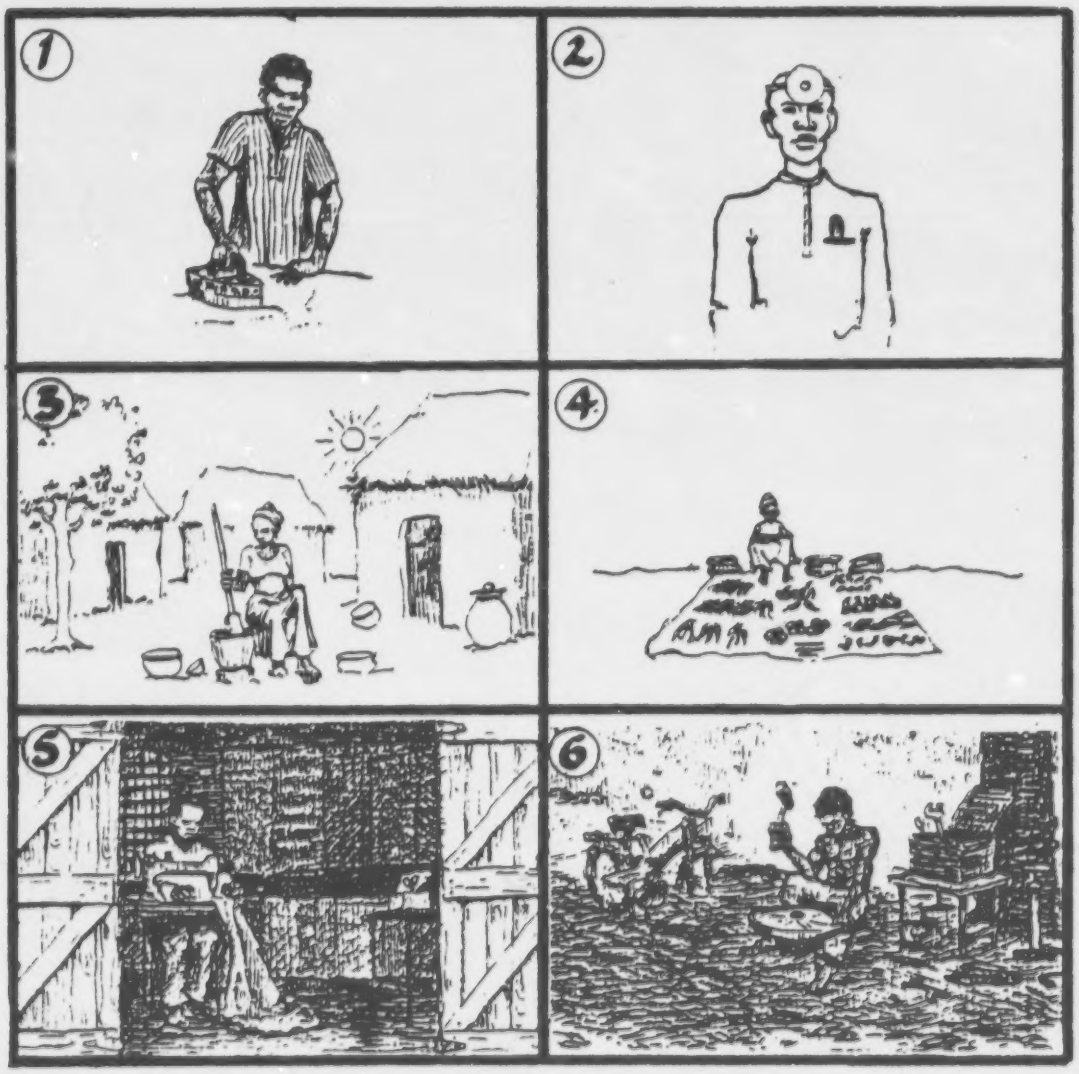
(A complete discussion of greetings is given throughout Unit One of the Communication and Culture Handbook.)

Mabia gbe.	I should be going.
Mabia mɔ.	
Mɔ le.	Granted.
De afeme nyuie	
Azɔ nyuie.	Go well. Safe journey.
Tsɔ afɔ nyuie.	
Dɔ agbe nyuie.	Sleep well.
Dɔ agbe loo.	May God (alone) wake you.
Mawu nefɔ mì.	

20E.1 Activities.

A. Review all the dialogues in the Communication and Culture Handbook. With your teacher's guidance, insert as many interjections and expressions as you can in the dialogues. Pay equal attention to those that your teacher judges inappropriate.

B. Go back to the Table of Contents for this book and pick out the lessons that gave you the most difficulty. Compare notes with your classmates and then as a class make another attempt at the lessons you all found difficult. They should be easier the second time around.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APPENDIX

A Note on Mina

You will meet people who speak Mina all over Togo, even in the middle of an Ewe region. With only a few minor adjustments to your "Ewe ear" you should be able to understand as much in Mina as in Ewe.

Many people consider Mina to be easier to learn and speak than Ewe, and more useful since it is the lingua franca in the capital as well as in markets, offices and work sites throughout much of the country. People who can understand Mina will most likely be able to understand you if you speak Ewe, and vice-versa if you speak Mina.

Trying to speak both properly, each in its own milieu is biting off an awfully big mouthful. If you choose the language most widely used where you live and work, and try to speak it well wherever you go, you will be more highly respected than if you try to do both and end up with a mish-mash.

The following is meant to show you the most important differences (changes) between Ewe and Mina as concerns the phonology, the grammar, and a bit of vocabulary. If you are interested in studying Mina in greater depth, there is some literature and at least one learner's grammar in existence. Consult your Peace Corps language co-ordinator or write to the author of these materials.

Phonology

Ewe	Mina
ʃ ʃo nu ʃo	p po nu po
ʋ ʋu me (in the car)	h hu me
ɣ ɣetrɔ me (in the afternoon)	w(o) woetro me
ts etsi, detsi	s esi, desi
dz (pronounced "j") kɔdzo	dj kodjo
dz (pronounced "dz") dzodzo (hot)	z zozo

There are some vowel alternations as well, but they aren't crucial to being able to understand one language after having learned the other.

Grammar

Ewe	Mina
me (pronoun) Meyi asime.	mu Muyi asime.
me (negative) Nye menye Kinato o.	mu Nye munyi Kinato o.
è (pronoun) Efɔ̃ nyuie a?	wò Wòfõ nyuie ɖe a?
é (mid-phrase pronoun) Amerikaɛ metso va Togo.	ye Amerika ye muso va Togo.
ƒe (possessive) Eƒe ŋkɔ enye Bob.	be Ye be ŋko ye nyi Bob.
-la (agentive) nufiala	-tó nufiotó
ga- (Iterative) Megava Togo.	gba- Mugbava Togo.
-a- (Future) Wóayi suku.	-la- (-a-) Wóla yi sukúlù.
-m (Progressive) Mele asime yim. Mele nu nyam. Mele akɔɖu gbem.	o, dji, wo Mule yi asime. Mule nu nyanya dzi. Mule akoɖu gbegbe wo.
ge (Intentional) Meƒle atɔtɔ vayi ɖu ge. Mele kpalime yi ge.	gbe; -dza- Muple blafogbe muyi ɖuɖu gbe. Mudza yi kpalime.
(Falling Tone Question Marker after wh-Question Words)	ò

Ewe	Mina
Ameka nekpɔ̀?	Amekɛ wòkpó ò?
Afika yim nelè?	Fikɛ wòle yì ò?
-lia (Ordinal numbers)	-gõa
evelia	evegõa

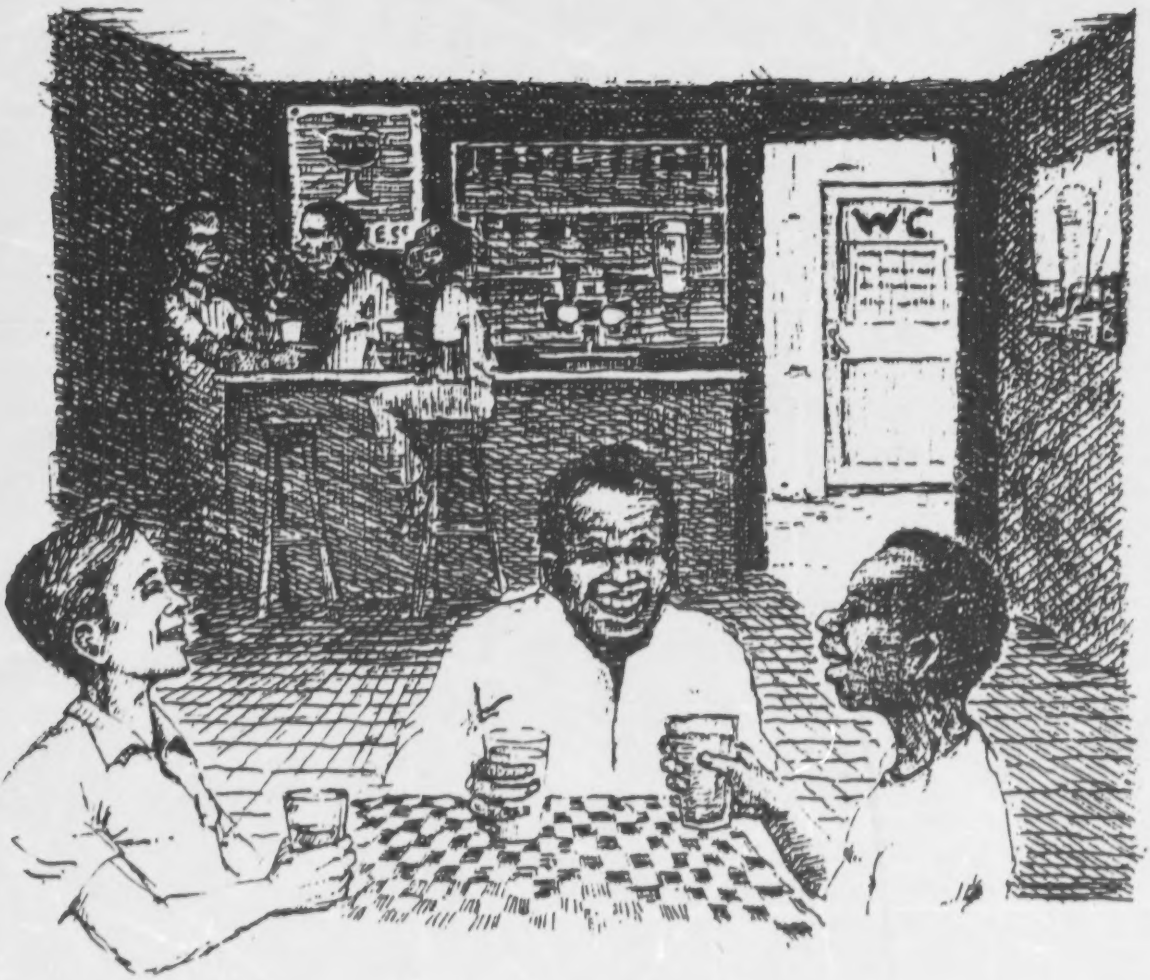
Note too that ɖe is added in many places in Mina where it is not used at all in Ewe. This doesn't in any way affect the meaning of the sentence.

Ewɔ dɔ nyuie a?	Wòwo do nyuie ɖe a?
Ðeviwo le sesë.	Ðeviwo le sesẽ ɖe.

Key Vocabulary

Ewe	Mina
nuka	nukɛ
ameka	amekɛ
afika	fikɛ
aleke	leke
afii (here)	fiye
afima	funú
hã	tsã
katã	kpata
ɖeke (no, none)	ɖekpekpe
si (relative pronoun)	ke
kple	kudo
hafi	keŋgboe
di (to want, look for)	dji
afe	axoé
afeme	axome
agbalẽ	xoma

Note that the anglicized greetings Moni, Gude, Gudivi are those most commonly used in Mina.



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Answers to Written Summary Exercises

2E.11A.

1. Miaƒe kuku le aɖaka me.
2. Megblɔ be edada bu.
3. Wokpɔe le mɔ dzi.
4. Miawoe nye amedzro.
5. Ele nu ƒlem.
6. Nɔvinye wòkpɔ le mɔ dzi.
7. Éyi suku.
8. Mìkpɔ nye agbalẽ.
9. Wòƒe afɔkpawo le likpui gɔme.
10. Mìkpɔ Ablavi ƒe nuŋlɔti.

B(1)

1. Our money is in the box.
2. I said that your bicycle was lost.
3. They saw Kɔsi on the way.
4. You are a foreigner.
5. Akuavi is doing some shopping.
6. They saw my brother on the way.
7. They went to school.
8. We saw Kɔdzo's book.
9. Our shoes are under the chair.
10. We saw the pencil.

B(2)

1. Our hats are in the box.
2. I said that her mother was lost.
3. They saw him on the way.
4. You are foreigners.
5. You are doing some shopping.
6. You saw my brother on the way.
7. He went to school.
8. We saw my school.
9. Their shoes are under the chair.
10. We found Ablavi's pencil.

3E.7A.

1. Miƒle nu vɔ.
2. Miɖɔ ŋku mia dzi.
3. Nyɔnuvila dzetugbe ŋutɔ.
4. Woɖu nu vɔ.
5. Susan ŋlɔ nu vɔ.
6. Etienne nŋe nufiala.
7. Enye dɔyɔla.
8. Akua gbã̀ ze.
9. Afi nye Togotɔ.
10. Kofi kplɔ mì yi asime.

B.

1. Etsi le dzadzam.
2. Nufiala gblɔ nya ɖe na mì.
3. Agbalɛ sia kpe.
4. Eƒle nuŋlɔti.
5. Wóno biya.
6. Kpalime ƒe mɔ didi.
7. Meyi kɔdzo gbɔ.
8. Eƒe dada seŋu.
9. Wò dziwui nyɔ ŋutɔ.
10. Wóle biya dzram le asime.

4E.7A(1).

1. Mekpɔ xɔ̃nye lɔlɔtɔ le asime.
2. ŋutsu la enye asitsala.
3. Woƒle agbalɛ̃wo kple nuŋlɔtiwo le ƒiaseme.
4. Egbe la mexɔ agbalɛ̃ nyuie ɖe tso Amerika.
5. Enɔvia ɖe wɔ dɔ le keve.
6. Sukúviwo ɖo to nyuie le ŋdime.
7. Mìaƒe dziƒoxɔ kɔ́ ŋutɔ.
8. Nudzikpɔlawo kple xɔtuɬawo kpe ta etsɔ.
9. Likpuiwò loló ŋutɔ.
10. Nyɔnuwo ƒe kuku enye taku.

Answers to Written Summary Exercises

A(2).

1. I saw my good friend in the market.
2. That man is a merchant.
3. They bought books and pencils in the store.
4. Today I got a nice letter from America.
5. One of his brothers works in Keve.
6. Students behave well in the morning.
7. Our 2-story house is very high.
8. The supervisors and builders met yesterday.
9. Your chair is quite big.
10. Women's hats are scarves.

B.

1. Mefia nu etsɔ le suku.
2. Agbledela wɔ dɔ sese ɖe le ŋdime.
3. Likpuiwo sugbɔ le church xɔ me.
6. Mi lia tó egbe.
5. Amebubu enye nunyuie ɖe.
6. Sukuviwo tsɔ woƒe agblenuwo yi ɖe agblɛ.
7. Nye la, me gblɔa ʋegbe vie.
8. Ekpɔ eƒe tatɔ le asime.
9. Mebu nye mɔkpɔkpɔ.
10. Mie mlɔ anyi ɖe miaƒe xɔwo me.

5E.7A.

1. Wole bɔl ƒom.
2. Aku kple Aƒi le fufu tom.
3. Kúkú le timati tiam.
4. Dzo le bibim.
5. Amerikatɔ ɖewo le evegbo Srɔ́m.
6. Nufiala le nu tam.
7. ŋutsuawo le zozom.
8. Ele ʋɔtru ʋum.
9. Sukuviwo le nu ƒom.
10. Keleke le kpẽ kum.

B.

1. Nyɔnu la le bli dom.
2. Miaƒe nufialia le nu tam.
3. Kɔmlã le dɔ lem.
4. Sukuxɔme wole fefem le.
5. ŋutsu sẽŋu la le ʊu ƒom.
6. Mele vɔvɔ̃m.
7. Ele taku ƒlem.
8. Keteke le zɔzɔm.
9. Cheryl le agbalɛ ŋlɔm.
10. Mile akɔnta wɔm.

6E.10A(1).

1. Nye meɖu fetri o.
2. Miaƒe bɔlƒoha meɖu Sokoɖetɔwo dzi o.
3. Xixeme mekɔ egbe nyuie o.
4. Nufiala mekpɔ bɔlƒohawo dzi o.
5. Wo me gblɔe nam o.
6. Mie nye Amerikatɔ o.
7. Amewo mele nu ƒlem le asigãme o.
8. Dapaon mɔa me ɖiɖi ŋutɔ o.
9. Tsiko mele wunyem o.
10. Miele Kamerun yim le ɣleti si gbɔna me o.

A(2).

1. I don't eat okra.
2. Our football team didn't beat Sokode's.
3. The weather is not clear today.
4. The teacher does not take care of the team.
5. They didn't tell me.
6. We are not American.
7. The people don't shop in the big market.
8. Dajaon's road is not long.
9. I am not thirsty.
10. We won't go to Cameroon next month.

176

B.

1. Nuka wo le zɔzɔm nyuie?
   Aleke enyiwo le zɔzɔm?

2. Afika yim mìle?
   Amekae le Notsẽ yim?

3. Gbekagbe ne va?
   ŋkeke kae ne va?

4. Amekae?
   Wò amekae?

5. ðu kae miɖo?
   Miɖo ʊu suɛ ɖe a?

6. Wóxɔe se a?
   Sukuviwo xɔe se a?

7. Xɔlã̀ vivi nawò a?
   Xɔlã̀ vivi nawò nyuie a?

8. Afikae Koƒi le?
   Koƒi ɖe?

9. Ameka tɔe nye nuŋlɔti sia?
   Ameka ƒe agbalẽ nye esia?

10. Amekae gbã̄ ko̱powó katã̀?
    Nukae ɖeviwo̱ gbã̀?

7E.10A.

1. Christian aku ʊu miayi Anie.
2. Anexɔtɔwo aɖu kpetsɔtsɔzã̃ le ɣleti si gbɔna me.
3. Edi be miayi a.
4. Ele na Carol be woaƒle atawu yeye.
5. Mia kpɔ mɔ tsi ma dza o.
6. Dukplɔla ayɔ teƒenɔlawo katawo ƒo ƒu.
7. Dɔ nuviwo be woaku tsi nam.
8. ʒu wo la mazo nyuie o.
9. Nɔvinye dibi yea ɖɔli teƒe nam.
10. Kristotowo xoe se be woa yiɖe dziƒo.

B.

1. Miaƒo bɔl le kwasiɖa ƒe nuwuwu.
2. Ayi a? alo mayi o a?
3. Mia biɛ se be ɐgbalɛ kae woƒle.
4. Nuka, ne tsi dza ɖe?
5. ɣekaɣi miaten axo mokeke?
6. Ðekakpui abia ɖetugbui ne woate ŋu ado go?
7. Ðe wo nye nyateƒe be miayi cinema ɣletvo sia?
8. Ɛlo na fufu ɖuɖu a?
9. Akonta efia na alo etua suku xowo.
10. Woa bia woƒe tatõ be ameka ate ŋu adzo?

8E.10.

1. Amesia enye eʊegbe nufiala.
2. Afrika ƒe awu ɖeke mele asi nye o.
3. Miato Tove le Kpalime mɔ dzi.
4. ŋutifafa le anyigba dzi.
5. Aɖgble keke enye nu nyuie ɖe.
6. Wo ƒonu tso biya ŋuti.
7. Kɔku ƒe aƒe le posu megbe.
8. Bɔlƒoha ɖo ta ɖe bɔl ƒoƒe le suku ƒe xa.
9. Ðe esiata mìva ɖo.
10. Enye ŋutsu si ɖikokoe ŋutɔ.

9E.7A.

1. Ne ame sugbɔ le atigã gɔme la, mì makpɔ zikpui ɖekeo.
2. Ne Abla kple Adzo, wó ameve va la, miayi ɖu ɣe.
3. Ne agbalẽwo mesugbɔ o la, mate ŋu axɔ akpagãtɔ.
4. Ne ɖevi sia medzra nu blibo o la, edada adzra akpa evelia.
5. Ne mìanɔ Togo didi ɖe la, mìadzesi du geɖewo.
6. Ne ɖziɖuɖu tsɔ ga sugbɔ namì la, ŋutsu ɖesiaɖe ateŋu aƒle enyiwo.
7. Ne bɔlƒoha bubu ɖewo meva o la, mìdzo yi aƒeme.
8. Dee tɔwò lɔ̃ nu nawò la, adò gó edziedzi.
9. Dee mìkpɔ avu si va fi elã la, anyo.
10. Ne èyi kpɔ dɔyɔla la, aka ɖe eme kaba.

B.

1. Ne mìyi sokode la, mìasrɔ̃ temgbe.
2. Ne èku ɔu kaba ákpá, maɖi ziɖeka.
3. Dee éƒle nusianu la, ne eƒe ga avɔ.
4. Ne Charlie to gli didi aɖela, eƒe nufiala dɔ alɔ̃.
5. Ne amesiame tsɔ aha ve la mìaɖu azã.
6. Dee Etienne meli o la, mia mìesrɔ̃ fransegbe gbeɖe o.
7. Ne matsɔ ɖeka hã la, ɖeke manɔ anyi o.
8. Dee womeƒo nu ƒo akpa o la, ne mìsrɔ̃ nu vie.
9. Ne elã mesugbɔ o la, amedzro axɔ akpagãtɔ.
10. Dee Simon va le ɣeyiyi sia me la, ne mìedɔ age sugbɔ.

10E.9A.

1. Maƒle koklo kpuie sia.
2. Osɔfo ƒe mawunyagbɔgblɔ medidi ŋutɔ o.
3. Nutsu vɔvɔ̃nɔtɔ ma mewu futɔ sugbɔ o.
4. Agbafofoe.
5. Atakpame ƒe mɔ mekeke o.
6. Kukunye le gã ɖe.
7. Medo awu kpui.
8. Kofi nye ŋutsuvi sẽŋu.
9. Ze ɣe mée akatsa yibɔ dona go tsó.
10. Wo be! ame baɖa dzena ame baɖa gbɔ.

B.

1. Ele nɛ be yegagblɔ eƒe nya ɣesiaɣi.
2. Agbledelawo ga le woƒe agblewo ŋlɔm.
3. Magaɖe srɔ̃wò fiamì o a?
4. Mebiɛ se be Asshoun gaɖu Keve dzi hã?
5. Tagba agaɖa nu namì egbe a?
6. Kofi kple kɔmlã ganye futɔwo.
7. Mi magakpɔ mi katã le kwasiɖa si gbɔna me o.
8. Egale ŋuti ɖum akpa?
9. Esime medzo la, woganɔ ha dzim.
10. Ne mawu nye dɔwɔwɔ nu la, maganɔ Togo.

11E.11A.

1. Dzo kpo na gbe akɔɖu nam.
2. Nam matchesi ne mado dzo kaɖigbe.
3. Gaɖo flia dzi ne mìaƒo bɔl.
4. Yi nagblɔ nya nɛ.
5. Gavlu abɔ nado age nyuie.
6. Fɔ nake ne mìdo dzo gã ɖe.
7. Srɔ̃ euegbe nyuie ne mìazu Togotɔ keŋ.
8. Da nu vivi ne mìɖu azã.

B.

1. Dzo kpo ne axɔ bɔla.
2. Mìegaɖo flia dzi le afima o.
3. Kplɔ nyiwo yi ɖe tɔsisi to ne woano tsi.
4. Le be na nɔvinye ne wòmefa avi o.
5. Megaƒo nu ƒo esi nufiala le nu ƒom o.
6. Megabia hlo na ame bubu ɖe ƒe nuwɔwɔ.
7. Na mì ame katã mìado age sugbo ne mìaɖee dzi.
8. Megadzo hafi ŋu nake etsɔ o.
9. Na mìaƒle nu nyuie ɖe nɛ.
10. Amesiame ne ɖo to!

12E.8A.

1. Sokode le suɛ wu Lome.
2. Ame ɖeka le bebli le awakɔwo dome.
3. Agbalẽ sia mefo wu tɔnye o.
4. Kplɔ̃la keke wu zikpuia.
5. Simiti mekpe de eke nu o.
6. Nɔvinye le tsralẽ wu nye.
7. Miaƒe bɔlƒoha me ƒu du de bɔlƒoha sia nu o.
8. Amesia ƒe ta ɖikokoe wu evelia tɔ.
9. Atɔtɔ vivina wu ŋuti.
10. Dapaon didi wu du ɖesiaɖe le Togo.

B.

1. Lome enye du gã le Togo.
2. Volta tɔsisi didi wu Zio tɔsisi.
3. Cheryl dze tugbe wu Ann.
4. Simiti kotoku ɖeka kpe wu kpe ewo.
5. Arnauld nya nu wu mi katã.
6. Detsi ma nyo wu.
7. Amerikatɔ aɖewo srɔ̃ eʋegbe nyuie wu Togotɔwo.
8. Akɔɖu vivina wu ŋuti.
9. Afi ɖana nu nyuie wu le edada kple enɔviwo dome.
10. El-Hadji nye kesinɔtɔ le dua me.

14E.9A.

1. Mìle xɔme kplɔ ge le ŋdime.
2. Wole ha dzi ge le sɔleme.
3. Nutsu sia le tsi ƒu ge le aƒuta.
4. Mile fufu ɖu ge egbe fiẽ.
5. Ametsitsiawo le aha no ge ziɖeka.
6. Tsi le dzadza ge ɣetrɔme.
7. Xɔ̃nye le agbalẽ ŋlɔ ge le aƒeme.
8. Mìle ɣe ɖu ge le kwasiɖa ƒe nuwuwu me.
9. Ðewivo le aƒeme yi ge le azã megbe.
10. Adelawo le ade da ge le ave me.

B.

1. Mele agble sia ƒle ge.
2. Lama-Kara le Sokode dzi ɖu ge.
3. Wole nya tsɔ ge kee.
4. Astu gale eƒe agbalẽwo tsɔ ge.
5. Megale esia gblɔ ge gbeɖe o.
6. Miva nu xlɔ̃ ge wo hafi wodzo.
7. Nyɔnuvi siawo ga va agba ƒo ge.
8. Ameka le srɔ̃ ɖe ge?
9. Nufiala le nuŋlɔkpe tutu ge.
10. Mi mele to ɖo ge o a?

15E.9A.

1. Woyi sɔleme eye wokpɔ osɔfo.
2. Abavi srɔ̃ nu vevie, ke menya nu nyuie o.
3. Miaƒo nu vaseɖe esime nufiala ava.
4. Meva kɔ̃dzi elabena melé dɔ.
5. Eƒe nufiala dze dɔ. Vɔa eka ɖe eme nɛ.
6. Ele na Amerikatɔwo be woasrɔ̃ Togo gbewo nyuie.
7. Ne ametsitsiwo ɖo dze sugbɔ la, woato gli sugbɔ hã.
8. Togbɔ be èlé dɔha, mele kuku ge o.
9. Woyi bokɔnɔ gbɔ le nya babia ta.
10. Ha le babame elabena baba nyo nɛ.

B.

1. Maƒle siga kple matchesi.
2. Axɔ nyinɔtsi alo sukli a?
3. Nye kple wò, ele nami be mìasrɔ̃ nu vevie wú.
4. Aƒle esia alo ekema?
5. Ele nami be mìakpɔ dɔyɔla, bɔkɔnɔ kpakple fia.
6. Sukuviwo kple nufialawo le dzo ɖom.
7. Wo kple wo ƒe xɔ̃wo yi sinema.
8. Ele na mia katã be mìayi kplii.
9. Edona sɔ alo nyigli.
10. Nye melɔ̃na dadi alo avu o.

16E.7A.

1. Wonɔa tsi kum. (past habitual)
2. Mìfona ʊu eye ɖeviwo ɖuna ye. (present habitual)
3. Ðekadzewo ɖia tsa. (present habitual)
4. Ametsitsiwo nona akpetɛshi loo! (present habitual)
5. Nye ɖeviwo nɔa suku dem le wo ƒe ɖevime. (past habitual)
6. Menyina koklo kpakple fɔmizi. (present habitual)
7. Wonɔa nu ƒom le atigã gɔme esi tsi nɔ dzadzam. (past habitual and past progressive)
8. Nyonu sia ƒoa detsi loo! (present habitual)
9. Miaƒe sukuviwo meƒoa bɔl nyuie o. (present habitual)
10. Elã sugbo megblẽ na detsi o. (present habitual)

B.

1. Wogblɔna nya didi yesiayi.
2. Ametsitsiawo anɔ aha sesẽ nom.
3. Koku dzrana avɔ le asime.
4. Nye menɔ nu ƒom esi wova o.
5. Agbledela sia nɔ agble dem le tsidzadza me hã.
6. Nyɔnuviwo dzina ha eye woɖua ye.
7. Adzo anɔ nuɖuɖu ɖam.
8. Mìa ƒe dzilawo lɔ̃na be miesrɔ̃a nu vevie.
9. Memleɖagbe mìnɔ bɔl ƒom.
10. Nyagã ma anɔ nake fɔm.

18E.6B.

1. Sokode ɖu wo dzi.
2. Amegã ɖe ƒoe.
3. Wodzimì blaɖagbe.
4. ðu gã woƒona ale. Woƒona ʊugã ale.
5. Kpovitɔ aɖe ti fiafitɔ yome.
6. Woku nye ʊu sesẽ akpa.
7. Wonɔa ga ƒom.
8. Ame geɖewo vɔ̃na da.
9. Wowɔ nusɔsrɔ̃ sia vɔ a?
10. Dɔyɔlawo yɔna dɔlélé sugbɔ.
11. Wodoa fransegbe le mìaƒe du me a?
12. Amerikatɔwo buna ame yibɔwo a?

19E.6B.

1. Egblɔ be ye ɖeka yeawɔe.
2. Menya be ɖeviwo katã ƒena nyuie le wonɔewo dome.
3. Mìbia wo be woado taflátse na woɖokui.
4. Mìkpe ɖe mìanɔwewo ŋuti ɣesiaɣi.
5. Egblɔ be yemegateŋu aɖu atadi o.
6. Wolɔ̃na woɖokuiwo wú a?
7. Mìlɔ̃ be mìadze biya na mìaɖokuiwo.
8. Wo ɖeka, afo detsia egbe fiɛ̃.
9. Ateŋu axɔ se be agbalɛ̃ sia vɔ klo?
10. Bɔlƒolawo le woɖokuiwo dzram ɖo na bɔlƒofo.

Ewe-English

Glossary

A

aba - bed

abolo - cornbread

ablɔme - in the town square

abɔ - garden

adelawo - hunters

adido - baobab

adzale - soap

aɖaba - eyelid

aɖakame - in the box

aɖaŋu - advice, craft

afɔ - foot

afɔkpa - shoe, sandal

agalã - crab

aƒe - home, native village

aƒenɔ - Mrs.

aƒetɔ - Mr.

aƒevi - home-town boy

aƒu - sea

aƒuta - seashore, beach

agbalẽ - book

agbã - load, baggage

agbe - life

agble - field

agbledela - farmer

agblenu - hoe

aha - drink

aha sesẽ - strong drink

ahamunɔ - drunkard

ahanoƒe - drinking place

ahiavi - boy/girl-friend

akatsa - porridge

akɔnta - arithmetic

akɔɖu - banana

akpe - thanks

akpetɛshi - African gin

akple - pâte

ale - thus, this way, how

amebletɔ - trickster, liar

amedzro - stranger, guest

amegã - VIP

ame gbɔ - at someone's house

ameha - crowd

ameka - who? whom?

amesiawo - them, these people

ametsitsi - elder

ame yibɔ - black person

anyigba - earth, ground

asi - market

asi - value, price

asi̱ - hand

asigãme - grand marché

asigbe - market day

asitsala - merchant, peddler

atadi - hot pepper

atamaze - tobacco, pipe

atawui - pants

atukpa - bottle

ati - stick, tree, branch

atɔtɔ - pineapple

avɔ - cloth

avi - tears

avu - dog

avuvɔ - cold

aʋa - war

aʋakɔ - army

awu - clothing

azã - holiday, celebration

azi - peanuts

azidetsi - peanut sauce

B

baba - mud

baba (nawo) - my sympathies

baɖa - bad, evil

beblĩ - weak, cowardly

bi - to burn

bia - to ask

bia ame - to ask someone

bia hlɔ̃ - to avenge

biya - beer

blibo - whole

bokɔnɔ - soothsayer, oracle

bɔ - to be abundant

bɔbɔ - soft, quiet

bɔbɔ(e) - softly, quietly

bɔl - ball

bɔlfoƒe - stadium, field, court

bɔlfoha - team

bu - to think

bú - to lose, disappear

bu ame - to respect

búbú - lost, respected

búbû - another

D

da (n.) - snake

da (v.) - to put

da ade - to hunt

dada - sister, mother

dadi - cat

de - to reach, to go to

de aƒɔ dzi - to go to the bathroom

de agble - to work in the fields

dedie - safely

deha - palm-wine

de nu ame ŋuti - to talk back to

detsi - sauce

di - to look for, want

didi - far, long

dikokoe - funny

do aƒã - to cry for help

do afɔkpa - to wear shoes

do bliku - to plant corn

do age - to score points

do gbe - to greet

do gbe ɖa - to pray

dõ gõ - to meet

dõ gõ - to go out

do ŋɔdzi - to frighten

do viviti̋ - to be dark

dɔ (n.) - work

dɔ (v.) - to send for, order

dɔ alɔ̃ - to sleep

dɔme - stomach, interior

dɔdeasi - homework, duty

dɔmeveve - anger

dɔmenyotɔ - beneficent

dɔwɔfe - work place

dɔwɔnu - tool

dɔyɔla - doctor, healer

dro - to load or unload

du - town, village

dulawo - townspeople

dufia - village chief

dukplɔla - leader

dza - to cut up

dzãta - lion

dze (aha) - to buy drinks

dze ame nu - to suit someone

dze dɔ - to fall sick

dze ɖekadze - to be handsome

dze...gɔme - to begin

dzesi - to recognize, know

dze tugbui - to be pretty

dzi - up, on, top

dziƒɔ - heaven

dzi (ha) - to sing

dzi (vi) - to give birth to

dzila - parent

dziwu - shirt

dzo - to depart, leave

dzoɖa - Monday

dzo kpo - to jump up

dzra - to sell

dzra ɖo - to prepare, to repair

dzro - to desire

ɖa nu - to prepare food

ɖe - some, a

ɖe - to marry

ɖe foto - to take a picture

ɖe fu na ame - to bother

ɖekadze - young man

ɖekakpui - young man, boy

ɖetugbui - young woman, girl

ɖevi - child

ɖikokoe - funny, comic

ɖitsa - to stroll about

ɖo - arrive

ɖo ɖe ame megbe - to line up behind someone

ɖo dze - to chat

ɖo keteke - to take the train

ɖo ŋku nu dzi - to remember, to remind

ɖo to - to pay attention, listen

ɖɔɖɔ - to direct

ɖɔɖɔɖɔ - slowly

ɖɔli - to change

ɖu (nu) - to eat something

ɖu azã - to celebrate, to have a party

ɖu dzi - to defeat

ɖu ɣe - to dance

ɖu kpɔ - to taste (try)

E

edaa - mother

edziedzi - often

edze - salt

egbe - today

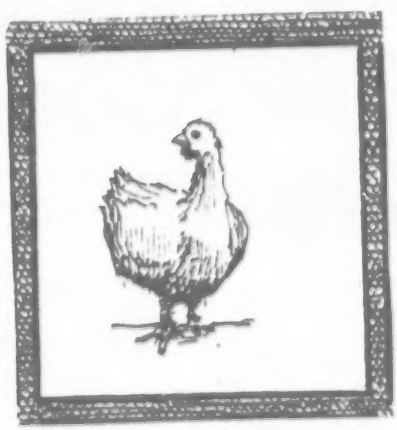
elã - animal, meat

esi - when

ete - igname

etsɔ - yesterday, tomorrow

eyi - machete



F

fa avi - to cry

fe - to play

fefenu - toy

fetri - okra

fi - to steal, rob

fia - to teach, show

fia asi - to point to

fia nu ame - to teach someone something

fiafitɔ - thief

fiasetɔ - shopkeeper

fli - line

flu - to dupe

fɔ̃ - light, not heavy

foflɔ̃ - light, not heavy

fɔ - to pick up

fɔ kpe - to pick up stones

fɔ nake - to gather firewood

fɔmìzì - rabbit

fransegbe - French

futɔ - enemy

fũu - a lot, greatly

ƒe - (possessive)

ƒẽ - place

ƒe - year

ƒle - to buy

ƒo - to stir, hit, beat

ƒo detsi - to prepare sauce

ƒo ɖa - to tress hair

ƒo ƒu - to assemble, congregate

ƒo nu - to talk

ƒo nu ƒo - to talk

ƒu ɖu - to run

ƒu tsi - to swim

G

ga - money, bell, iron

gã - big, great

ga etɔ̃ - 3 o'clock

gake - but

gaŋkui - eye-glasses

gasɔ - bicycle

gbã - to bust

gbe - to pick

gbekagbe - what day?

gbeme - in the bush

gbesela - spokesman

gbesiagbe - every day

gble - to be spoiled

gblɔ - to say

gblɔ be - to say that...

gblɔ nya na ame - to say, tell something to someone

gbɔ - to return, arrive

gbɔme - someplace

geɖe - lots, a lot

glõ - deep

gɔme - meaning, underside

gome - pocket

Y

ɣe - sun

ɣedzedze - sunrise

ɣetrɔ - afternoon

ɣi - white

ɣleti - moon

ɣli - cry, shout

H

ha - song

hã - also, too

hadziha - choir

hadzila - singer

hadzitɔ - singer

hafi - before

he - to bring, pull

hiã - to need

X

xa - side

xaxa - to be embarrassed, troubled

xexe - outdoors

xevi - bird

xixeame - the world of nature

xoxo - old, long ago

xlɔ̃ - to cluck

xlɔ̃ nu - to warn

xɔ - room, house

xɔ abi - to be injured

xɔ asi - to cost, be expensive

xɔ ƒe - to be...yrs. old

xɔ nya se - to believe

xɔ̃ - friend

xɔlɔ̃ - close friend

xɔlã - agouti

xɔtula - builder

K

kaba - quickly, soon

kalɛ̃ - courage

kaɖigbe - lamp

ke - sand

keke - wide

keɳ - totally

kesinɔtɔ - rich man

kesinɔnu - riches

keteke - train

Kina - China

kla ɖa - to part ways

kle - to shine

klɔ - to wash

kloe - almost

ko - only

koklo - chicken

kotoku - bag, sack

kɔ - to pick up

kɔ́ - to be high, tall

kɔ̃ - to be beautiful, clean

kɔkɔ - high, beautiful

kɔ̃dzi - hospital, infirmary

kpa - to carve

kpakpaxe - duck

kpe (n.) - stone, brick

kpɛ̃ (v.) - to be heavy

kpe ta - to have a meeting

kpe ame - to invite someone

kpetsɔtsɔzã - the guest for the new stone

kpovitɔ - policeman

kplɔ - to sweep

kplɔ - to lead

kplɔ̃ - table

kpɔ - to see

kpɔ - ever

kpɔ...dzi - to oversee

kpui(e) - short, small

Kristotɔwo - Christians

ku kpẽ - to blow/honk a horn

kúkú - hat

kɔpo - cup

kuvia - laziness

ku ʊu - to drive a car/truck

ku tsi - to draw water

kwasiɖa - Sunday

kwasiɖa ƒe nuwuwume - weekend

L

lã̀ - animal, meat

laklẽ - leopard

lãmesẽ - health

lia - to climb

lé - to grasp

le asime - in the market

lé be na ame - to take care of someone

lé dɔ - to be sick

legbe - long, slender

le mɔ dzi - on the road

le mɔkeke - on vacation

le sɔleme - in church

le sukuxɔ me - in class

lé tsi - to bathe

lolõ - big

lɔ̃ - to love, be willing

lɔlɔ̃nu dɔwɔla - volunteer

lɔri - lorry, truck

M

mawunyagbɔgblɔ - sermon

me - in

memleɖa - Saturday

mi - to swallow

mli - to roll

mlɔ anyi - to lie down, go to bed

mɔ - machine, motorbike

mɔ - road, path, way

mɔfɔla - typist

mɔkeke - vacation

mɔkpɔkpɔ - hope

mu aha - to be drunk

N

nakefɔfé - wood-gathering place

ne - if

nenema - thus, so

neti - coconut tree

no - to drink

no aha - to have something to drink

nɔ - to be

nɔ anyi - to sit, to be left behind

nɔvi - sibling

nu - thing

nu - mouth

nuɖala - cook

nudzikpɔla - supervisor

nudzrala - vendor

nufiala - teacher

nuŋlɔti - pen, pencil

nutata - drawing, design

nya be - to know that

nya (nu) - to know

nya awu - to wash clothes

nyagã - old woman

nyi - cow, cattle

nyi - to raise (animals)

nyigli - elephant

nyinɔtsi - milk

nyo - good, well

nyɔnuvi - girl, young woman

nyɔnu - woman

nyuie - well, fine

Ŋ

ŋdi - morning

ŋdime - in the morning

ŋglishigbe - English

ŋkeke (me) - day(time)

ŋkɔ - name

ŋku - eye

ŋlɔ - to write

ŋlɔ agble - to hoe

ŋɔdzi - fear

ŋuti - on, about

ŋutifafa - peace

ŋutɔ - a lot, very

ŋutsu - man

O

osɔfo - pastor

P

posu - Post Office

S

sabala - onion

sagasaga - staggering

se - to hear

se veve - to feel

sẽŋu , sesẽ - hard, tough, difficult

sigâ - cigarette

si gbɔna - next, coming

simiti - cement

sinema - the movies

sɔ - horse

sɔleme - church

sɔgbɔ - a lot, lots

srɔ̃ (v.) - to learn

sugbɔ - a lot, lots

srɔ̃ (n.) - spouse

sukli - sugar

suku - school

sukuvi - student

T

ta (n.) - head

ta (v.) - to draw

ta nu - to draw

taku - scarf

tatɔ - boss

teƒe - place

teƒenɔla - assistant

teŋu - to be able to

ti yome - to chase, follow

to - ear

to - to pass by, pass through

tɔ̃ - mountain, hill

togbɔ - although

to fufu - to pound fufu

to gli - to tell a story

tohehe - punishment

tɔgãyovi - nephew/niece

tɔgbui - type, kind

tɔkpo - bucket

tɔsisi - river

trẽ - calabash

trɔ - to turn around

tsa - to wander

tsi (n.) - water, rain

tsi (v.) - to grow, grow old

tsi (v.) - to remain

tsi dza - to rain

tsi dzi - to worry

tsikɔ̃ - thirst

tsiléfe - shower, bathroom

tsitre - to stand up

tso - from, to come from

tsɔ - to cut

tsɔ naɖe ke ame - to forgive

tsɔ - to take, bring

tsɔ va - to bring

tsralẽ - thin

tututu - completely

tutu - to wipe, erase

V

va ɖo - to arrive

vaseɖe - until, as far as

vevie - truly

veviedodo - assiduously

vi - small, a child

vie - a little

vivi - sweet, good-tasting

vlu - to extend

vɔ̃ - to rot, rotten

vɔ - over, already

vɔ̃ - to be afraid

vɔklui - worm

vudo - well

ʊ

ʊẽ - to smell

ʊu (n.) - drum

ʊu (n.) - car, truck, vehicle

ʊu (v.) - to move, shake

ʊukula - driver

ʊuto - station

W

watsi - watch, clock

wɔadã - fearsome

wɔ dɔ - to do work

wɔ kuvia - to be lazy

wũ - to kill

wú - -er, more than, better

wu nu - to finish something

Y

yeye - new

yibɔ - black

yi...dzi - to continue

yi naɖe dzi - to continue doing something

yɔ - to call

yɔ̃ - to smoke

Z

ze - pot

ziɖeka - at once

zikpui - chair

zɔ - to walk

zɔzɔ - walking, travelling

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